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CHAPTER I

INTRODUCTION

1. Organization and Scope of the Investigation

Recent Emphasis on Extra-Curriculum Activities.--During the last decade, the extra-curriculum movement has received an increasing amount of recognition, and has aroused the attention and interest of educators throughout the country. Terry's studies and analyses of published literature on extra-curriculum activities reveal that in 1929 six books and 46 major studies of considerable significance to existing conditions and probable trends of the movement[1] were published. In 1930, 15 professional books and some 91 studies[2] appeared. During 1931, approximately 30 professional books and a large number of 207 articles were published in various educational periodicals.[3] The year 1932-33 contributed 64 studies conducted by candidates for master's and doctor's degrees.[4] Monroe dis-

1/ Paul W. Terry, Summary of Investigations of Extra-Curriculum Activities, School Review, V. 38, October, 1930, p. 605.

2/ Paul W. Terry, Summary of Investigations of Extra-Curriculum Activities, School Review, V. 40, February, 1932, p. 124.

3/ Paul W. Terry, Summary of Investigations of Extra-Curriculum Activities, School Review, V. 40, September, 1932, p. 505.

4/ Ruth A. Gray, Bibliography of Research Studies in Education, 1932-1933, United States Department of Interior, Bulletin No. 7, 1934.

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1/ Paul W. Terry, Summary of Investigations of Extra-Curriculum Activities, School Review, V. 38, October, 1930, p. 608.

2/ Paul W. Terry, Summary of Investigations of Extra-Curriculum Activities, School Review, V. 40, February, 1932, p. 124.

3/ Paul W. Terry, Summary of Investigations of Extra-Curriculum Activities, School Review, V. 40, September, 1932, p. 508.

4/ Ruth A. Gray, Bibliography of Research Studies in Education, 1932-1933, United States Department of Interior, Bulletin No. 7, 1934.

covered that in the interim between 1918 and 1927, 35 studies were conducted throughout the country, of a definite extra-curriculum nature.[5] This study is the result of an investigation in the high schools of the Commonwealth of Massachusetts as to their policies and practices concerning the extra-curriculum program. Few available data are existent of this nature, other than those available in the biennial school reports to the State Department of Secondary Education, which lack the intensity and comprehensiveness which were obtained in this study. Therefore, the probable value of this investigation lies in its presentation of heretofore unknown factual data concerning existing conditions of extra-curriculum activities in the high schools of Massachusetts.

Techniques and Methods of Research.--Following an intensive analysis of the more significant literature in the various phases of the extra-curriculum program, the writer prepared an eight-page checking list, following the general plan of classification adopted by Van Dyke and Reavis.[6] This plan includes seven types of non-athletic extra-curriculum activities. In this investigation an eighth type, namely, the athletic extra-curriculum activities, was included.

The following eight types of extra-curriculum activities

5/ W. S. Monroe, Ten Years of Educational Research, University of Illinois, Bulletin No. 42, 1928.

6/ William C. Reavis and George E. Van Dyke, National Survey of Secondary Education, Non-Athletic Extra-Curriculum Activities, Monograph No. 26, 1932, Bulletin No. 17.

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6/ William D. Reavis and George E. Van Dyke, National Survey of Secondary Education, Non-Athletic Extra-Curricular Activities, Monograph No. 22, 1928, Bulletin No. 17.

became the basic elements for analysis, and the principal divisions of the final checking-list.[7]

Group I - Athletic Extra-Curriculum Activities
Those organizations and activities of a definite athletic nature maintained by the schools either on an interscholastic or intramural basis.

Group II - Social, Moral, Leadership and Guidance Clubs
Include such organizations and clubs organized and conducted mainly for the development of desirable and wholesome characteristics of personality, social usefulness, moral superiority and leadership qualities in the members of such clubs.

Group III - Musical Extra-Curriculum Activities
This classification is concerned primarily with musical groups, instrumental or vocal, whose special type of program emphasizes the study or appreciation of music, either for definite improvement from a musical skill point of view, or from a social and recreational consideration.

Group IV - Publications and Journalism Extra-Curriculum Activities
This division is composed of those organizations and activities maintained for the purpose of preparing and publishing school papers, magazines, annuals and handbooks, as well as of those organizations whose type of program is of a journalistic nature.

Group V - Debating and Dramatic Organizations
This group is composed of those activities and clubs of a distinctly dramatic or debating type, the purpose being the development of special skills, abilities and attitudes along such channels.

Group VI - Student Government, Service Clubs and Honor Societies
These types of organizations are grouped according to their service to the student body, and are definitely conducted for value to the student body.

7/ Reproduced in the appendix, p. 2.

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[7] Reproduced in the appendix, p. 2.

Group VII - Hobby or Special-Interest Clubs
These organizations include organizations of an avocational nature, and are maintained as leisure-time organizations under school sponsorship. This group is less constant and rigid than any of the others, as the clubs tend to be more spontaneous in their creation and growth.

Group VIII - Subject-Matter or Departmental Organizations
This group is more definitely related to the curriculum than probably any other type, from an administrative viewpoint. The purpose of this group is to supplement and increase interest and achievement in various academic phases of the curriculum.

In all of the above divisions of the checking-list, the following data were requested concerning each individual organization. (1) Number of boy participants. (2) Number of girl participants. (3) Number of hours per week per pupil. (4) Number of years the organization has been maintained. (5) Number of points awarded for participation, and whether this credit counted toward graduation or toward extra-curriculum credit.

The final section of the checking-list was concerned with certain administrative features and practices that are of vital significance to a successful and effective extra-curriculum program.

2. Methods of Procedure

Distribution of the Checking List.--Prior to the distribution of the checking-list to the various schools, the writer deemed it advisable to circulate a preliminary inquiry to insure a more successful response and careful listing of data.

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On January 7, 1936, approximately 400 such inquiries were distributed to high school principals throughout the state, requesting cooperation and assistance in the study. An enclosed, self-addressed post-card made it easy for the respondent either to refuse or to comply with the request.[8]

On January 13, 1936, 251 school principals indicated their desire to be of service in the study, and were immediately provided with the checking-list. One hundred and sixty checking-lists were returned between January 13 and March 15. These replies have served as the basic source of data for this investigation.

The plan of enrollment classification adopted by Van Dyke and Reavis[9] seemed most useful, and was used throughout the tabulation. A second classification, also apparent in their investigation, was according to types of school organization, obviously, as significant and important as an enrollment consideration.

Table 1. Distribution of the 160 schools included in this investigation, classified according to enrollments and types of organization.

Enrollment Group	Types of School Organization				Total
	Junior	Senior	4-Year	6-Year	
(1)	(2)	(3)	(4)	(5)	(6)
100 and less	4	0	3	4	11
101-300	9	2	16	20	47
301-750	21	10	4	22	57
751-2000	19	4	3	11	37
2000 and greater	0	5	2	1	8

8/ See appendix, p. 1.

9/ Van Dyke and Reavis,

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(1)	(2)	(3)	(4)	(5)	(6)
100 and less	4	0	3	4	11
101-300	9	2	10	26	47
301-750	21	10	4	22	57
751-2000	19	4	3	11	37
2000 and greater	0	5	2	1	8

[9] See appendix, p. 1.

[9] Van Dyke and Reavis.

Table 1 (concluded)

Total Schools	53	21	28	58	160
Median Enrollments	594.5	649.0	260.5	402.0	621.75

3. Definition and Interpretation of the Extra-Curriculum Movement

Variability of Authoritative Definition.--Although many efforts have been made to define the term "extra-curriculum activities," no definition so far coined seems wholly valid or satisfactory.

Sheehan[10/] considers extra-curriculum activities as those distinct from the program of studies which provide for definite social and civic participation conducted during school hours under supervision. Fretwell's[11/] concept presents an interpretation of an administrative nature, referring to "those legitimate activities of the school not otherwise provided for." Davis[12/] refers to the program as "collateral activities." Other current terminology includes such technicalities and discriminations as "intra-curriculum," "co-curricular," "student activities," and similar conceptions, all the result of and

10/ Mary A. Sheehan, Extra-Curricular Activities in a Junior High School, Boston, Mass. 1927, Richard G. Badger, p. 14.

11/ Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, Boston, Mass. Houghton Mifflin Company, 1931, p. 6.

12/ Calvin O. Davis, Junior High School Education, World Book Company, Yonkers-on-the-Hudson, 1924, p. 353.

Table 1 (concluded)

Total Schools	85	21	28	39	169
Median Enrollments	594.5	649.0	280.5	402.0	621.75

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indicative of an indefinite interpretation of the actual sphere in which these activities function.

Houston[13/] contributes a criterion for distinguishing among the various definitions. The distinction lies in the physiological changes and transitional characteristics of adolescents. The assumption gained from this becomes extremely primitive, and suggests the play element as the important appeal to natural adolescent tendencies.

Fretwell[14/] suggests that all educative activities of a school should be classified as being curricular. Our educational liberalism and changing appreciation of the individual pupil as the vital and important element has unmistakably affected the interpretation of the activities program and a gradual lessening of strain and chafing of the two extremities can be observed.

Therefore, to crystallize a definition, apply it comprehensively to every school situation, tends to allow that definition to be too generalized and ineffective.

For purposes of distinction in this study, the writer has accepted a conception of the extra-curriculum program as those activities, related, unrelated or interrelated, either within themselves or the curriculum; participation in which may be required or not required, but which are definitely apart from,

13/ G. David Houston, "Extra-Curriculum Activities in Their True Light," Education, V. 50, No. 5, January, 1930, p. 282.

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and extra from the required and specified subjects of study.

The extra-curriculum program must be considered as an inter-related function of the secondary school, equally as educatively significant and desirable as other functions are deemed valuable. Dissection in terms of defining the movement as a unity is not the progressive consideration. It must be considered as it is an integral and indivisable fluctuating function of the "whole" process.

4. Justification of the Extra-Curriculum Program

Apparent Effusion of Claimed Values.--Arguments for extra-curriculum activities rest on theoretical rather than objective grounds. Investigations by Rugg[15/] disclosed that (1) The existing literature is generally theoretical, and lacks evidence of the actual effects upon participants. (2) The psychological results are not defined in relation to extra-curriculum activities. (3) The existing literature reflects the administrative viewpoint, rather than that of the individual participant. (4) The paramount issue is the harmonization of pupil interests with life needs.

An effort was made by Koos[16/] to analyze the basic values attributed to extra-curriculum participation, which resulted in

15/ Earle U. Rugg, Summary of Investigations Relating to Extra-Curricular Activities, Colorado State Teachers College, Education Series, No. 9, 1930, p. 5.

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a general acceptance of a social-civic-moral value by 37 of 38 authors. Other accompanying results were such vague terms as "socialization," "leadership training," "citizenship," "health," "vocational preparation," "improved school moral," "recognition of individual interests and ambitions," "recognition of the adolescent nature," and various others which lead to the conclusion "that much is expected of these extra-curricular activities in preparation for group life."

If the extra-curriculum movement is accepted at all, it must be recognized in terms of educational objectives and principles. Therefore, the ultimate results of the whole educative experience automatically become general values to be attained in the extra-curriculum program. Dee[17/] has illustrated the objectives and activities in the extra-curricular field as they support the Seven Cardinal Principles of Education. This justification is unproven, a mere assumption, and lacks supporting evidence. The arbitrary listing of appropriate extra-curriculum activities under accepted educational objectives is of slight significance until we can evaluate the results. At best, these educational objectives can be merely desired ends, guiding objectives to strive for.

Reavis and Van Dyke[18/] clearly illustrate the divergency

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of expressed purposes of 606 organizations, revealing the most frequent purpose in Group I as being "The performance of service to the school." The three most frequently checked in Group II was to (1) "offer training in the development of desirable moral attitudes." (2) "develop leadership qualities." (3) "offer training in social usages and manners." Two-thirds of the sponsors in Group III mention "extending interest of high-school pupils in specific activities." The sponsors in Group VII generally accepted leisure time utilization as being most important. Groups IV, V, and VI emphasize extending interest in specific activities as the factor of major import. Upon consideration of the various Groups, there can be seen definite and justifiable reasons for such differences. Group I. Student Government, School Service, and Honorary Groups. Group II. Social, Moral, Leadership, and Guidance Clubs. Group III. Departmental Clubs. Group IV. Publications and Journalistic Organizations. Group V. Dramatic, Debating, Literary and Forensic Societies. Group VI. Musical Organizations. Group VII. Hobby, or Special Interest Groups.

Individual activities, it may be assumed from the data presented by Reavis and Van Dyke, are indicative of varying values of specific activities as they exist in their adopted classification. A statement widely accepted by extra-curriculum authorities is that of Doctor Briggs[19] in his Junior High School, i.e., "To teach pupils to do better the desirable acti-

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In conclusion, several accepted educational truisms which, upon careful scrutiny, quite obviously reveal the potential desirabilities of the individual and collective "charactivities" of the extra-curriculum program.

Basically, we accept education as a continuous process of adjustments, whereby the individual is led on, by interest, from one experience to another, in an effort to prepare him to be of most usefulness to himself and those within his social groups.

The ultimate responsibility of education is to prepare the individual for pleasant, profitable and useful existence in a democracy. It, therefore, becomes the unquestioned duty of the school, its curriculum, and its related functions to provide the individual with such experience, equipment, training, and skills which will guarantee such eventual social usefulness. It is at this precise level of thought that the extra-curriculum program must be contemplated, evaluated, incorporated or discarded. In consideration of adolescent needs and natures, it is apparent and realized that certain vital psychological,

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physical, and emotional crystallizations occur. Concisely, there is a socialization process, which is either ignored or provided for by the school. If these social experiences are not provided for, definite undesirable experiences are distinguished, which are to be discouraged in the later social group.

These adolescent experiences in the high school, and pre-adolescent occurrences in the junior high schools definitely affect later habit patterns. It becomes then, the opportunity of the school to offer such a social experience that it is comparable, though modified, to the adult social group.

Sound administration, capable guidance and sympathetic understanding become the pre-requisites and the criterion for an effective and useful extra-curriculum program. If such general qualifications can be evidenced, an automatic justification of the program is existent.

5. Historical Backgrounds

Basic Origins.--The evolution of the extra-curriculum movement, interpreted according to our modern technicalities, quite naturally assumes varied and incompatible proportions. If the movement be considered, historically, in a general sense, with merely an effort to compare basic student activities, the result will be ineffective, and lacking in discriminative specificity.

Roemer, Allen, and Yarnell[20] approach the periods of de-

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B. Historical Background

Basic Outlines.--The evolution of the extra-curriculum movement, interpreted according to our modern tendencies, quite naturally assumes varied and incompatible proportions. If the movement be considered, historically, in a general sense, with merely an effort to compare basic student activities, the result will be ineffective, and lacking in discriminative specificity.

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velopment rather generally, classifying these phases as being first, ignored; second, condemning; and third, a recognized control placed on the program to yield educative results, which were previously disbelieved. Such a division may be authentic, but for illustrative purposes, warrants more specific support.

The apparent reasons for such transitional differences may be ascribed to such basic and fundamental influences of human individuals as racial characteristics, geographical location, social and economic conditions, natural heritages and customs, which unquestionably affect a nation's policies and practices educationally. Frequently, authors refer to early Greek education and its extra-curriculum relationship, concluding that extra-curriculum activities existed in ancient Sparta and Athens, and in comparison to modern activities, presume such activities were extra-curriculum in nature. These activities of early Sparta and Athens are unquestionably comparable from a skill viewpoint, but in consideration of the peculiar educational philosophy and socialistic objectives, it becomes evident that the related activities provided for and superimposed militaristically upon the Greek youth, were not extra from the curriculum. Those activities were definitely a desired part of the curriculum, required and rigidly enforced by authorities. Thus, in consideration of later principles, which modern leaders accept as desirable in the extra-curriculum program, the conclusion is expressed by the writer that

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early Greek activities were not technically extra-curriculum, though from a participant's view, comparable.

The later Greek education reflected extra-curriculum activities as they exist in their modern function. In 509 B.C.[21] a new constitution had been adopted in Attica, offering citizenship to all free inhabitants. Leisure, wealth, and culture became noticeable. Individualism was the key-note. Consequently, educational practice also changed. Activities, previously enforced, became elective. Culture flourished. No longer did the State enforce participation in preparation for service to the State. Pleasure to oneself, leisure-time happiness, and freedom of choice marked the distinction between previous curriculum activities and the later extra-curriculum activities.

The Romans also passed through a comparable stage as did the Greeks. Roman education prior to the Hellenization about 146 B.C. was confined to the simple practical needs of self-support and service to the family. Following the decline of the Greek Expire, the Romans absorbed the culture, intellect and leisure-time activities, which eventually became extra-curriculum. The immediate effect of Christianity on the extra-curriculum program proved devastating. Moral obedience, sacrifice of pleasure became predominant in the Monastic schools.

From the sixth to the twelfth centuries, the Church was the only force that rendered any moral conservatism. The destruction of the Roman Empire by Nordic invaders left only im-

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The latter part of the ninth century found chivalry education with definite extra-curriculum implications, though the effect of the Church was still severely felt, and activities were generally required, and those that were not were still of an intellectual and musical nature.

Following the Crusades, the apprenticeship type of education became prominent, as did the professions. Little student activity is noted in this period, except on the university level. The university influence undoubtedly motivated secondary-school practice ultimately through such original organizations as the "Nations" in Bologna, Paris, and Oxford, with their accompanying initiations, secret orders, and rushing. Social change about 1500 marked a great period in the history of education. Scientific progress, invention and the receding Church influence allowed humanism to assert itself. Fundamental skills dominated, and inter-scholastic athletics became evident. In England during the seventeenth and eighteenth centuries, the public schools maintained rugged and hardy games, such as football, tennis, and traditional games passed

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on from previous generations.[22] The definite challenge to support by eighteenth century Puritanism, was successfully met, and boys played or not---as they chose. Some student government existed in the form of underclass services, which eventually drifted into brutalism and torture. A self-government plan existed at Hazelwood School, which proved an effective social control, but was condemned because of its maturing results upon young men. The schools of Colonial America were devoid of any student activities. Primarily, the Puritans were absurdly strict in their conceptions of youth and its play. Secondly, public education was not intended to even consider such frivolities as recreational and social events. The Latin Grammar School and the Academy still maintained a conservative attitude toward such affairs, though several have been mentioned that supported a literary study group, a musical organization, or choir, but the lack of reliable administrative knowledge hinders any definite conclusions, as to their actual condition as curriculum, non-curriculum, or extra-curriculum.

Grizzell[23] emphasizes student government, debating, athletics, and publications as being most prominent in early American extra-curriculum programs. Rhetorical exercises were very frequent about 1850, requiring the entire class membership some public presentation, of composition, declamation, instrumental

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Regardless of its ever-changing and inconsistent conditions through the ages, the extra-curriculum movement is becoming annually stabilized as an integral function of the secondary school, which will eventually and inevitably eradicate its technical stigma.

6. General Fundamental Principles

Presence of Administrative Implications.--In any educational process, there is a vital necessity for the formulation of applicable criteria or principles which may be adopted to assist in organization, creation, diagnosis and evaluation. Especially

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Of the many modern authorities in the extra-curriculum realm, Foster[25/] seemingly advances the most adequate interpretation of general elemental principles, with slight administrative suggestions, which segregate the complete field, tend to become too narrow, and lack educational objectivity.

Fretwell[26/] in his seven signposts lists five which are definitely of an executive nature, limiting the more basic considerations.

Eaton[27/] has assumed a middle position of the two previous extremes. Of six expressed concepts, five are fundamentally concerned with the individual in relation to himself, his group and the later social associations in society.

McKown[28/] Presents seven principles, two of which are from an executive viewpoint. As varied in description as various

25/ Charles R. Foster, Extra-Curricular Activities in the High School, Johnson Publishing Company, Richmond, Virginia, 1925, p. 3.

26/ Elbert K. Fretwell, op. cit. p. 12.

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28/ Harry C. McKown, Extra-Curricular Activities, MacMillan, Boston, 1927, p. 7.

authors create these guides, there exists a general universal agreement as to the actual presumed results of these principles.

Foster[29] considers that "a recognition of individual differences" is the primary consideration. Second, "the best preparation for life is living, and the best training for citizenship in a democracy is citizenship in a democracy." The third is suggested to Foster by Doctor Briggs when he writes "the only place where democratic ideals and objectives may function in a natural matrix is in the conduct of the extra-curricular activities." This may be comparable to principle two, as it may be assumed that a democratic society is composed of such factors as are referred to in principle two. Fourth, the program must be broad, as extra-curriculum activities are educative only when they develop qualities that make for a complete citizenship. Fifth, extra-curriculum activities should have their origin in some curricular activity, and should return to that curricular activity to motivate and enrich greater pupil achievement. Sixth, extra-curriculum activities have a moral value, and must be so conducted as to foster such character developments. Whether or not this is a basic principle or a justification is debatable.

The Character Education Committee of the National Education Association adopted four general principles in application to the extra-curriculum program at the annual meeting in 1932.[30]

29/ Charles R. Foster, op. cit. p. 3.

30/ Mrs. John K. Norton, "Character Education and the Life of the School," National Education Association, Addresses and Proceedings, 1932, V. 71, p. 555.

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[29] Charles H. Foster, op. cit. p. 3.

[30] Mrs. John C. Morton, "Character Education and the Life of the School," National Education Association, Addresses and Proceedings, 1922, V. 61, p. 355.

(1) Extra-curriculum activities should grow from and return to enrich the curriculum.

(2) Such activities should be conducted for basic educational growths---not for the public.

(3) Participation should be voluntary and yet interestedly.

(4) Scholarship should be a prerequisite of membership.

The transitional period of the movement at present, naturally enough, causes a constant fluctuation of administrative principles. The two most important considerations that will affect basic principles are described by Roemer[31/] as a tendency to curriculumize the extra-curriculum activities. Secondly, some schools require extra-curriculum participation for graduation. The obvious outcome will be the development of new principles of an administrative nature, ultimately remodeling the extra-curriculum movement to the extent that it becomes extinct or inseparable with curriculum activities. The absence of objective measurement has inhibited the acceptance of definite and fundamental principles. Until valid evaluative yardsticks may be applied, principles that may be advanced are largely theoretical assumptions.

Jones[32/] describes the Tacoma Plan, a system of cards and records, student conducted, which discover abilities, interests, and are used in conjunction with the guidance program in the

31/ Joseph Roemer, Tendencies in the Development of Extra-Curriculum Activities, School Review, November, 1933, V. 41, No. 9, p. 670.

32/ Arthur J. Jones, Principles of Guidance, McGraw-Hill, Second Edition, 1934, p. 132.

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high schools of Tacoma. The procedure centralizes the activities program, and is of vital assistance as the primary measurement method in objective evaluation of extra-curriculum activities. As educational philosophy and objectives change, so will the indivisible principles of extra-curriculum activities, even though the program becomes extinct, or loses its technical separation, the principles of student activities will be integral with other educational functions.

CHAPTER II

GENERAL EXISTING PRACTICES

7. Types of Activities Maintained

Relation of Enrollment to Number of Activities.--The results of this investigation indicate a marked increase in the numbers of each type of extra-curriculum activity. Dee[1] found in examination of the biennial reports to the State Department of Education in 1927, a median number of activities as four for all the schools. The present study shows approximately 400 per cent increase in the median number of activities supported by the schools in all the enrollment classes.

Figure 1 shows that in general the number of activities increases as the enrollment increases, the only exception being noted in schools enrolling more than 2000 pupils.

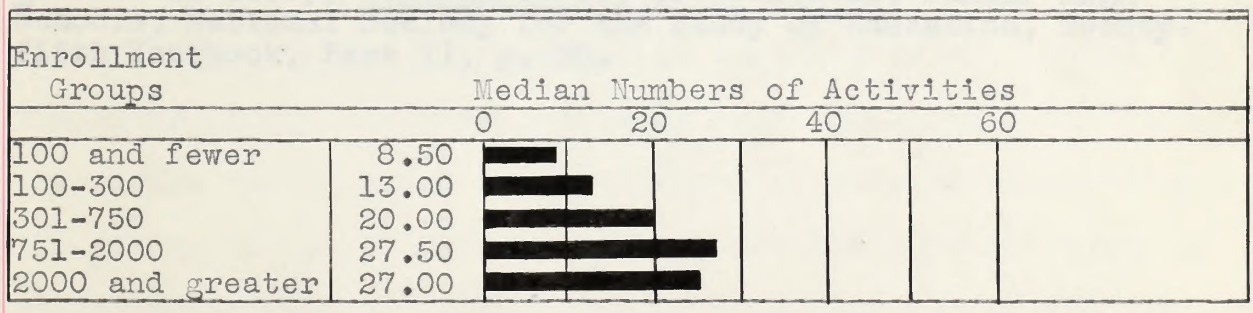

Figure 1. Median number of extra-curriculum activities supported by the schools in the various enrollment classifications.

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Enrollment Groups	Median Numbers of Activities	0	20	40	60
100 and fewer	8.50				
100-300	15.00				
301-750	20.00				
751-2000	27.50				
2000 and greater	27.00				

Figure 1. Median number of extra-curriculum activities supported by the schools in the various enrollment classifications.

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Reavis and Van Dyke[2] revealed approximately the same conditions, though their median for 224 schools was 13, excluding athletics, and the present study, including athletics, disclosed a median number of activities of 160 schools of 20. The apparent difference is no doubt attributable to the inclusion of athletic organizations in the present study.

A study made by the American Educational Digest[3] of 1071 schools throughout the country reveals the same general number of activities per school, the mean number of activities being 15. The logical difference between this study and the present investigation is due to an unusual increase during recent years in the number of activities supported.

Terry[4] found the mean number of activities in 82 junior high schools to be 15 in a study of representative schools throughout the country in 1924.

2/ William C. Reavis and George Van Dyke, op. cit. p. 19.

3/ American Educational Digest, V. 44, p. 389, May, 1925.

4/ Paul W. Terry, General Survey of Practices; Junior High Schools, National Society for the Study of Education, Twenty-fifth Yearbook, Part II, p. 25.

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3/ American Education Digest, V. 44, p. 322, May, 1922.

4/ Paul W. Terry, General Survey of Practices; Junior High Schools, National Society for the Study of Education, Twenty-fifth Yearbook, Part II, p. 22.

Table 2. Types of Extra-curriculum activities maintained, and the percentages of schools in each enrollment group maintaining one or more.

Types of Extra-Curriculum Activities	ENROLLMENT GROUPS										TOTAL	
	100 and fewer		101-300		301-750		751-2000		2000 and greater			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Athletic	9	82	46	98	57	100	33	89	8	100	153	95
Social Moral	7	64	22	47	22	38	25	67	7	87	83	51
Musical	10	91	43	91	55	96	37	100	8	100	153	95
Publications	6	55	36	76	45	79	34	92	7	87	128	79
Debating and Drama	6	55	36	76	47	82	29	78	8	100	126	75
Student Gov't	6	55	21	45	48	84	34	92	8	100	117	73
Hobby	5	45	18	38	32	56	28	76	4	50	87	55
Subject Matter	3	27	14	30	24	42	30	81	5	62	76	47

Table 2 shows the superiority of athletic, musical, journalistic, and debating and dramatic organizations. In the 100 and fewer group, the most prominent type is musical; athletic activities being second in percentages of schools maintaining. The 101 to 300 enrollment group supports the greater number of athletic activities, musical second in percentage of schools supporting, and debating and dramatics third. The 301 to 750 enrollment group still leads with athletic activities, with debating and dramatics supported in second place. Publications

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	100 and fewer		101-300		301-750		751-2000		2000 and greater	
	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Athletic	9	32	46	98	57	100	33	89	8	100	153	95
Social												
Moral	7	84	22	47	22	38	25	67	7	87	83	81
Musical	10	91	43	91	35	96	37	100	8	100	133	95
Publica-tions	6	35	36	76	45	79	34	92	7	87	122	79
Debating and Drama	6	55	36	76	47	82	29	78	8	100	136	78
Student Gov't	6	55	21	45	43	84	34	92	8	100	117	75
Hobby	5	45	18	38	32	56	23	76	4	50	87	55
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and journalistic activities are found to be third. The group of schools of 751 to 2000 enrollments support student government and publications in equal percentages, surpassed only by musical organizations, with athletics third. The 2000 and greater group maintains athletic, musical organizations, and student government equally, 100 per cent in all three types; social, moral organizations and publications, second in percentages of schools supporting.

Generally, musical organizations and athletics are on an equal basis, with 95 per cent of all the schools studied maintaining one or more of each type of organization. Publications and journalistic activities are supported by 79 and 75 per cent of all the schools, respectively. Student government organizations are supported by 73 per cent. Hobby clubs are the strongest of the three minor types of organizations, being supported by 55 per cent of the schools. Social, moral clubs function only in 51 per cent of the schools, and subject-matter groups in only 47 per cent.

Relation of School Organization to Support of Various Types of Extra-Curriculum Organizations.--Following a reclassification of schools according to types of school organization, several significant results and conclusions were obtained.

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<u>Relation of School Organization to Support of Various Types of Extra-Curriculum Organizations</u>.--Following a tabulation of schools according to types of school organization, several significant results and conclusions were obtained.

Table 3. Distribution of 160 schools of the various organizational types, and the per cent maintaining one or more of the types of extra-curriculum activities.

Types of Extra-Curriculum Activities	TYPES OF SCHOOL ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Athletic	49	92	21	100	57	98	26	92	153	95
Social Moral	35	66	12	57	23	40	13	46	83	51
Musical	51	92	21	100	57	98	24	86	153	95
Publications	38	71	20	95	47	81	23	82	128	79
Debating	38	71	19	90	47	81	22	79	126	75
Student Gov't	37	70	17	81	43	74	20	71	117	73
Hobby	37	70	11	52	26	45	13	46	87	55
Subject-Matter	25	47	12	57	30	52	9	32	76	47

Ninety-six per cent of the total number of junior high schools maintain one or more musical organizations or activities. Athletic activities are maintained by 92 per cent. Publications and debating and dramatics are supported by 71 per cent. Student government clubs and hobby organizations are both weaker, conducted by 70 per cent of all the junior high schools. The smallest per cent of schools supporting an activity is revealed in subject-matter clubs, maintained by a mere 47 per cent.

In the senior high schools, athletic and musical activities are 100 per cent supreme. Publications and journalistic activities are supported by 95 per cent of the schools, follow-

Table 5. Distribution of 150 schools of the various organizational types, and the per cent maintaining one or more of the types of extra-curricular activities.

Types of Extra-Curriculum Activities	TYPES OF SCHOOL ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Athletic	49	92	21	100	57	98	26	92	153	95
Social										
Moral	38	85	12	87	23	40	13	46	93	61
Musical	51	92	21	100	57	98	24	86	153	95
Publications	39	71	20	95	47	81	25	82	139	79
Debating	38	71	19	90	47	81	22	79	126	76
Student Gov't	37	70	17	81	43	74	20	71	117	73
Hobby	37	70	11	52	26	45	13	46	87	53
Subject-Matter	25	47	12	57	30	52	0	32	76	47

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In the senior high schools, athletic and musical activities are 100 per cent supreme. Publications and journalistic activities are supported by 95 per cent of the schools, follow-

ed by debating and dramatics by 90 per cent. The remaining types are graduated down to approximately 50 per cent support. The four-year schools also maintain athletics and musical organizations by a high 98 per cent. Publications and debating and dramatic organizations are both conducted by 81 per cent, slightly higher than in junior high schools, though lower than in the senior high schools. Student government clubs are supported by 74 per cent, hobby clubs, 45 per cent, and subject-matter organizations, 52 per cent. Social, moral clubs still are at a low emphasis, supported only by 40 per cent of the schools. In the six-year type of school, athletics are still high at 92 per cent, higher than the four-year, constant with the junior high schools, and lower than the senior high schools. Musical activities are second, being conducted by 86 per cent of the schools, a smaller percentage than all other three types of organizations.

Publications are maintained by 82 per cent, higher than the junior high school, and four-year, but lower than the senior type. Debating and dramatic organizations rank next at 79 per cent, comparable to the four-year type, but higher than the percentage of junior high schools, and lower than the senior high schools.

Student government organizations are supported by 71 per cent of the six-year high schools, comparable with the other types, excepting the low percentage of senior high schools. Social, moral clubs and hobby groups are an equal 46 per cent,

ed by debating and dramatics by 90 per cent. The remaining types are graduated down to approximately 50 per cent support. The four-year schools also maintain athletics and musical organizations by a high 88 per cent. Publications and debating and dramatic organizations are both conducted by 81 per cent, slightly higher than in junior high schools, though lower than in the senior high schools. Student government clubs are supported by 74 per cent, hobby clubs, 45 per cent, and subject-matter organizations, 52 per cent. Social, moral clubs still are at a low emphasis, supported only by 40 per cent of the schools. In the six-year type of school, athletics are still high at 92 per cent, higher than the four-year, constant with the junior high school, and lower than the senior high schools. Musical activities are second, being conducted by 88 per cent of the schools, a smaller percentage than all other three types of organizations.

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Student government organizations are supported by 71 per cent of the six-year high schools, comparable with the other types, excepting the low percentage of senior high schools. Social, moral clubs and hobby groups are an equal 45 per cent.

both being similarly maintained by all other types of organizations.

8. Participation in the Various Types of Extra-Curriculum Activities

Comparison of Boy and Girl Participation.--The present investigation reveals a marked increase of membership in the various organizations in direct relationship to the total enrollments. Boy participation is greater in all enrollment groups than girls, excepting the 301-750 classification, the medians being equal, and the 100 and fewer group, the median girl participation exceeding the boys' by three. Boy participation shows a more constant increase in accordance with school enrollment; the girl participation fluctuating, though increasing in all groups greater than the 101-300 class. The greatest single increase in membership of organizations for boys is apparent between the 301-750 group and the 751-2000 group, the increase being 10. In the 751-2000 group and the 2000 and greater group, the difference is five pupils in favor of the boys, being 30 and 35 respectively. The greatest single increase in median participation in organizations for girls is evidenced between the 101-300 and 301-750 classifications, increasing by eight.

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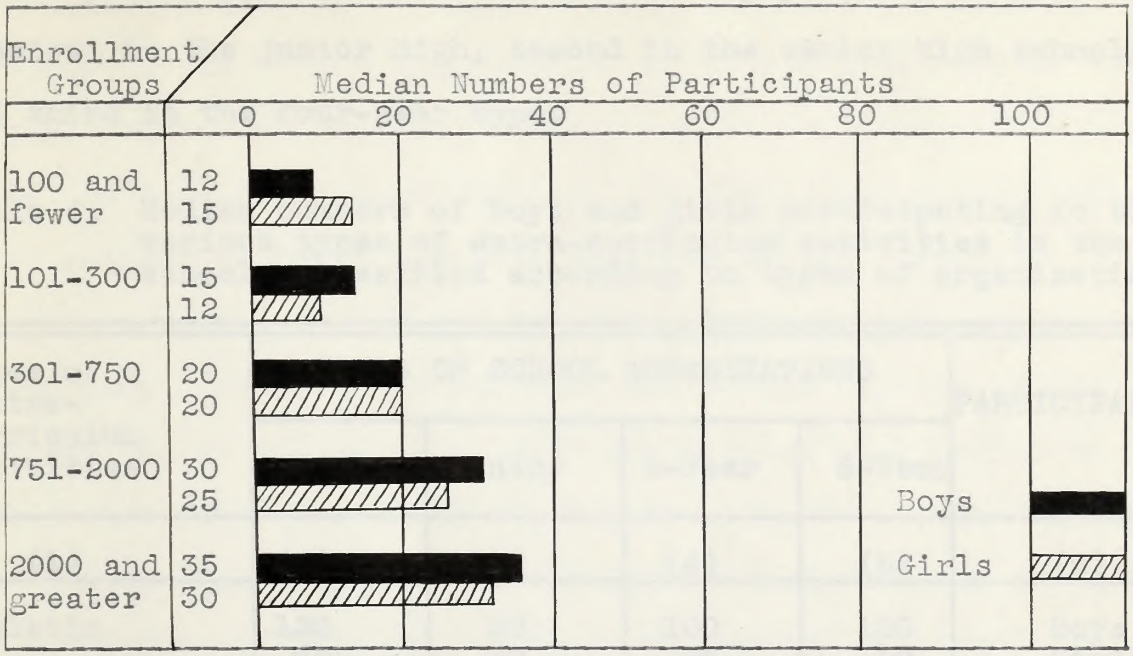

Figure 2. Median numbers of boys and girls participating in the extra-curriculum program in the schools classified according to enrollments.

Relation of Types of School Organization to Participation in the Various Types of Extra-Curriculum Activities.--A classification of the schools in Table 4, according to types of organization shows little relationship of median participation in types of extra-curriculum activities to high percentages of schools that maintain such types, except in athletics, supported by 95 per cent of the schools, and with the highest single median of 75 pupils for boys and girls of seven and nine. The second highest medians are in the senior high schools, six and nine for boys and girls. Girl medians are equal in the junior and senior high schools, and third in the six-year type with a median of eight. The four-year schools maintain the lowest

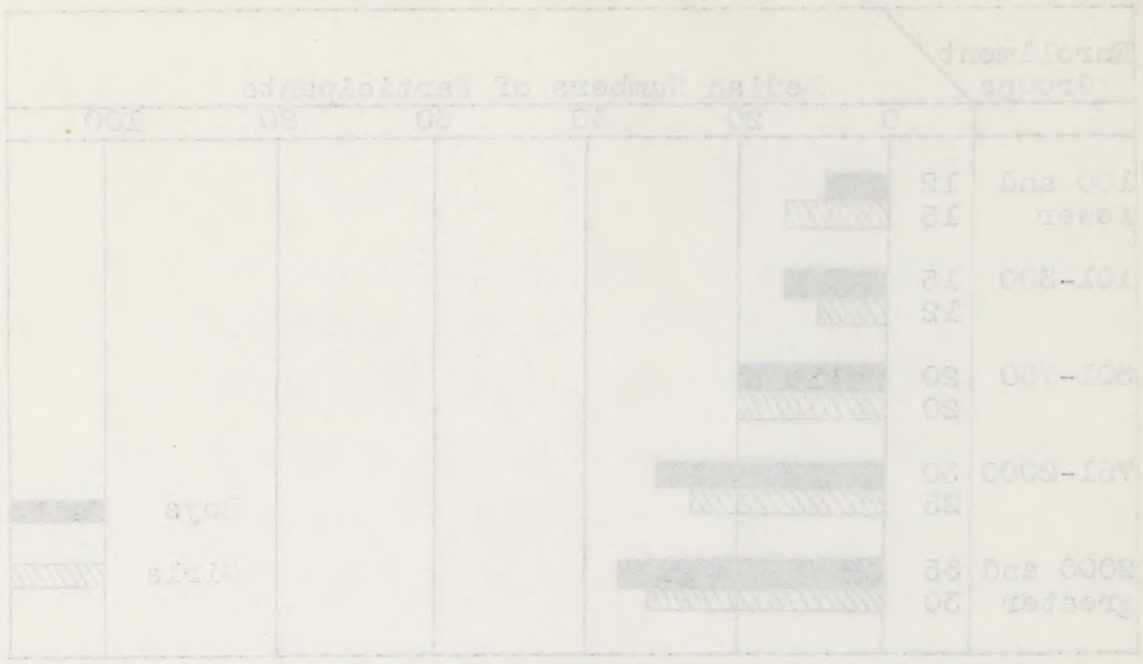

Figure 8. Median numbers of boys and girls participating in the extra-curriculum program in the schools classified according to enrollments.

Relation of Types of School Organization to Participation in the Various Types of Extra-Curriculum Activities.--A classification of the schools in Table 4, according to type of organization shows little relationship of median participation in type of extra-curriculum activities to high percentages of schools that maintain such types, except in athletics, supported by 88 per cent of the schools, and with the highest single median of 75 pupils for boys and girls of seven and nine. The second highest medians are in the senior high schools, six and nine for boys and girls. Third medians are equal in the junior and senior high schools, and third in the six-year type with a median of eight. The four-year schools maintain the lowest

girls' participation median of seven. Boy participation is greatest in the junior high, second in the senior high schools, and third in the four-year type.

Table 4. Median numbers of boys and girls participating in the various types of extra-curriculum activities in the schools classified according to types of organization.

Types of Extra-Curriculum Activities	KINDS OF SCHOOL ORGANIZATIONS				PARTICIPANTS
	Junior	Senior	4-Year	6-Year	
(1)	(2)	(3)	(4)	(5)	(6)
Athletic	130	90	100	100	Boys
	60	60	55	50	Girls
Social-Moral	15	9	10	7	Boys
	37	6	25	10	Girls
Musical	50	34	40	13	Boys
	76	45	60	14	Girls
Publications	13	7	12	8	Boys
	16	11	16	10	Girls
Debating	7	6	4	5	Boys
	9	9	7	8	Girls
Student Government	15	18	8	6	Boys
	15	16	8	5	Girls
Hobby	50	48	44	35	Boys
	65	72	56	40	Girls
Subject-Matter	11	6	12	15	Boys
	17	10	16	20	Girls

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	Junior	Senior	4-Year	6-Year	
(1)	(2)	(3)	(4)	(5)	(6)
Athletic	130 80	90 60	100 55	100 50	Boys Girls
Social-Moral	15 27	9 8	10 25	7 10	Boys Girls
Musical	50 75	34 45	40 60	15 14	Boys Girls
Publications	13 16	7 114	12 16	8 10	Boys Girls
Debating	7 9	8 9	4 7	6 8	Boys Girls
Student Government	15 15	18 16	8 8	6 5	Boys Girls
Hobby	60 85	48 72	44 58	35 40	Boys Girls
Subject-Matter	11 17	8 10	12 16	15 20	Boys Girls

Student government organizations disclose the highest medians in the senior high schools of 18 for boys, and 16 for girls. The second highest medians are 15 for both boys and girls in the junior high schools. The four-year schools maintain medians of eight for both boys and girls. Six-year schools are lowest with six and five, for boys and girls respectively. Hobby clubs maintain the second highest grand medians in all the schools, with the highest girl median in the senior high schools of 72, and the highest boy median in the junior high schools. Median boy participation is second in the four-year schools, third in the senior high schools. Girl participation ranks second in number in the junior high schools and third in the four-year schools. Subject-matter organizations retain the highest medians in the six-year schools of 15 and 20 for boys and girls. Junior high and four-year schools have comparable medians for both boys and girls of 11 and 17 and 12 and 16, respectively for boys and girls.

The greatest athletic median is discovered in the junior high school in boy participation, advanced over the four-year and six-year types with medians of 100 by 30. The senior high school median lowest at 90. Girl athletic participation is more constant, placed at 60 in junior and senior high schools, 50 in the six-year and 55 in the four-year. Participation in social-moral organizations is higher for girls in all types than boys, excepting the senior high schools, and greater than

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The greatest athletic median is discovered in the junior high school in boy participation, advanced over the four-year and six-year types with medians of 100 by 80. The senior high school median lowest at 20. Girl athletic participation is more constant, placed at 60 in junior and senior high schools, 50 in the six-year and 55 in the four-year. Participation in social-moral organizations is higher for girls in all types than boys, excepting the senior high schools, and greater than

all groups in the junior high schools. Musical activities are found to have the greatest number of participants in the junior high schools, and secondly in the four-year types. Median boy participation is lower in all types of schools than girl participation. Publications and journalistic activities have higher medians throughout all organizational types in terms of girl participation than boys. The two highest medians in any single type of school organization are in the junior high school, 13 for boys and 16 for girls. The second highest medians are in the four-year schools, with boy and girl medians of 12 and 16 respectively. Debating and dramatic organizations also have greater participation medians in the junior high schools.

Methods by Which Students Become Members.--Figure 3 discloses the overwhelming freedom allowed pupils in their selection of extra-curriculum activities. Such liberalism is prominent in all the types of organizations, though allowed in the greatest percentage of schools in the senior high schools.

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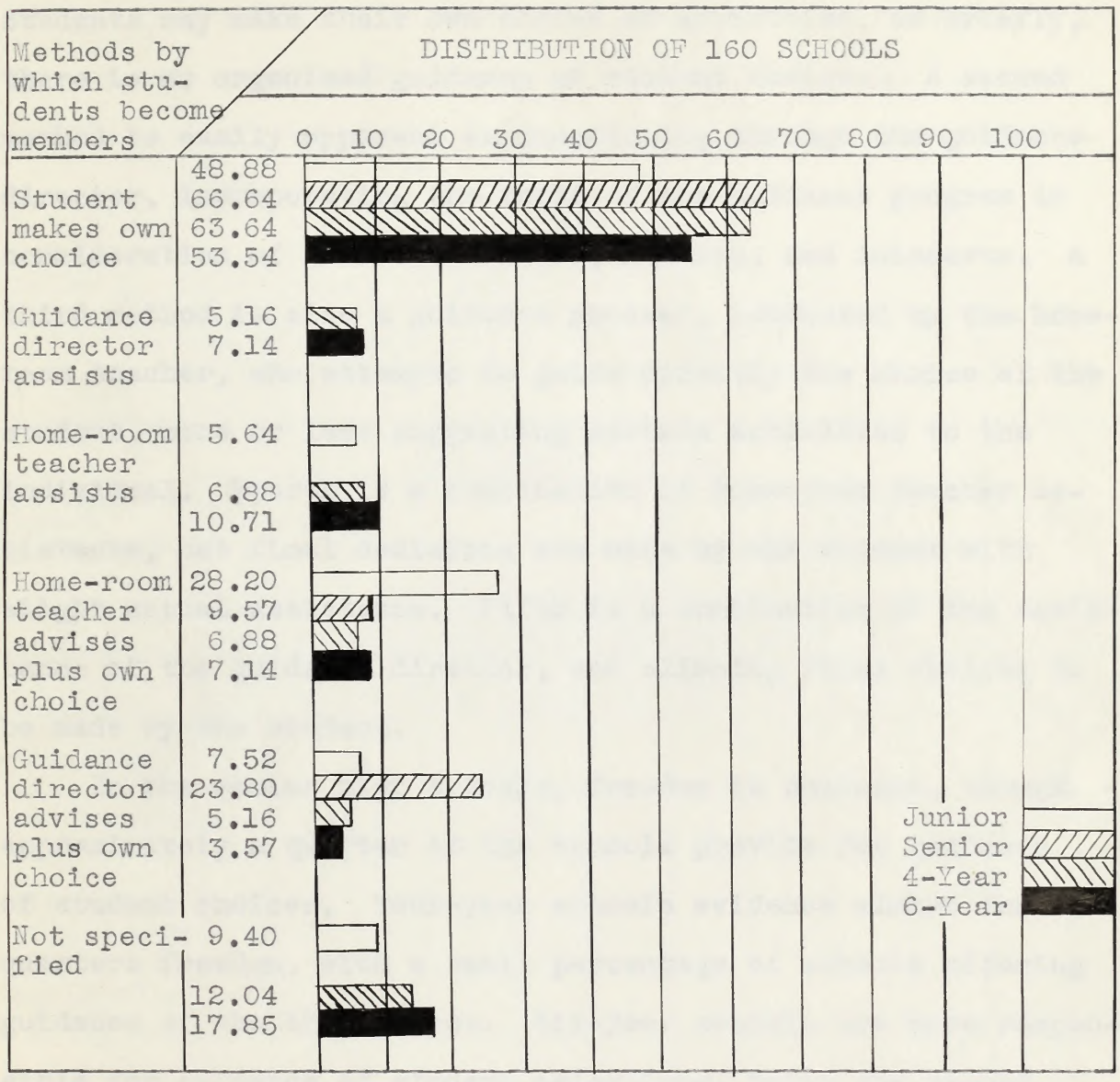

Figure 3. Percentage distribution of 160 schools, showing methods by which students become members of specific extra-curriculum activities.

The junior high schools reveal a marked tendency to assist students through the guidance program, either by actual help from the guidance director or through the process of the home-room program. The actual differentiation between the various

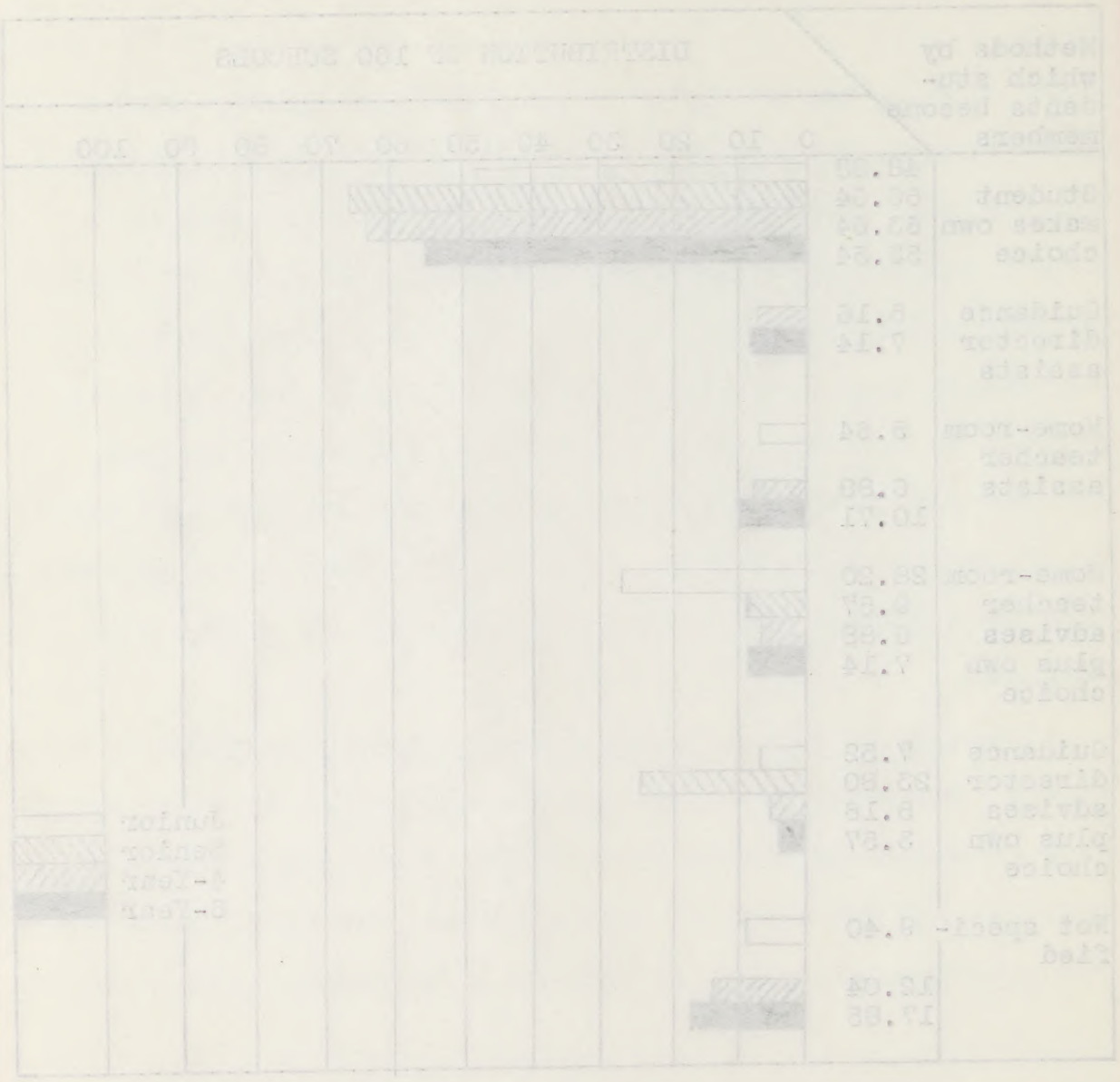

Figure 3. Percentage distribution of 100 schools, showing methods by which students become members of specific extra-curricular activities.

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methods may be realized as extremely precise and exacting. Students may make their own choice of activities, or briefly, there is no organized guidance of student choices. A second method is easily apparent as functioning through the guidance director, incorporating the tools of the guidance program in consideration of individual needs, natures, and interests. A third method is also a guidance process, conducted by the home-room teacher, who attempts to guide directly the choice of the student, more or less suggesting certain activities to the individual. Fourth is a combination of home-room teacher assistance, but final decisions are made by the student with slight actual assistance. Fifth is a combination of the assistance of the guidance director, and allowing final choices to be made by the student.

In the senior high schools, freedom is dominant, though approximately a quarter of the schools provide for guidance of student choices. Four-year schools evidence almost three-quarters freedom, with a small percentage of schools offering guidance of the three types. Six-year schools are more responsible for guidance of student selections, being the second greatest percentage of organizational types to provide for such guidance, though the percentage of schools allowing freedom of choice is much higher than the junior high schools.

Practices of the Schools Regarding Requiring Student Participation in Extra-Curriculum Activities.--Varying practices have been reported regarding the administrative methods of re-

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Practices of the Schools Regarding Requiring Student Participation in Extra-Curricular Activities.--Varying practices have been reported regarding the administrative methods of re-

quiring and not requiring student participation. The omission of specific information tends to detract from other than fairly general assumptions; nevertheless, Table 5 shows the undeniable conclusions that participation is not required in 58 per cent of the schools studied.

Table 5. Percentages of schools in the various enrollment groups distributed according to their practices of requiring participation for graduation, for extra-curriculum credit, not requiring and not specifying.

Specifically Named Practices	ENROLLMENT GROUPS										TOTAL	
	100 and fewer		101-300		301-750		751-2000		2000 and greater			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Participation required for graduation	1	9	3	6	2	3	2	5	-	-	8	5
Participation required for extra-curriculum record	-	-	2	4	2	3	4	11	-	-	8	5
Participation not required	8	73	28	59	37	65	17	46	4	50	94	58
Not specified	2	18	14	30	16	28	14	37	4	50	50	31

Thirty-one per cent failed to indicate any definite practice. Five per cent reported the existence of an actual re-

quiring and not requiring student participation. The omission of specific information tends to detract from other than fairly general assumptions; nevertheless, Table 5 shows the unmistakable conclusions that participation is not required in 58 per cent of the schools studied.

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Participation required for graduation	1	9	6	6	2	3	2	5	-	-	8	5
Participation required for extra-curriculum record	-	-	2	4	2	3	4	11	-	-	8	5
Participation not required	8	73	28	50	37	55	17	46	4	50	94	58
Not specified	2	18	14	30	16	28	14	37	4	50	50	31

Thirty-one per cent failed to indicate any definite practice. Five per cent reported the existence of an actual re-

quirement for extra-curriculum participation to insure graduation. Five per cent reported that participation was required in extra-curriculum activities which counted toward a total of credits that were required for graduation. In relation to enrollment classifications, the 100 and fewer group, 73 per cent reported of that participation, the highest percentage of any other class. The 101-300 group indicated only 59 per cent that did not require participation. The other three enrollment classifications reported data which was fairly equal, approximating 50 per cent that did not require participation. The 2000 and greater class did not require participation whatsoever, though the small actual numbers fail to contribute any vitally significant conclusion. Generally, few schools require participation either for graduation or counting toward extra-curriculum credits, which administratively, results in literally the same conditions.

9. Time Spent Per Week Per Pupil in Participation

Comparison of the Various Types of Extra-Curriculum Activities in Relation to Median Number of Hours.--The astonishing response by the schools as to actual hours per week per pupils, participating in the various types of extra-curriculum activities, discloses the usually assumed impression that athletics requires more actual clock hours per pupil than any other type of activity. One-fourth of schools reported that more than seven hours were spent per week per pupil in athletics. Time

spent on social-moral organizations per week is very low, 35 per cent of the schools reporting fewer than two hours per week per pupil, which is extremely significant, in consideration of the omission of data by 50 per cent of the schools. Musical activities seem perhaps slightly more extensive, 58 per cent of the schools spending less than two hours per week per pupil, though 19 per cent report three to four hours per pupil. Publications and journalistic organizations show a greater variability in actual hours spent, though 50 per cent of the respondents failed to include such data. Thirty-two per cent spent less than two hours, 8 per cent from two to three, and 6 per cent from three to four. If the omitted data in the other 50 per cent of the schools were present, normal distribution might arrange in a similar manner, the present existing conditions. Debating and dramatic organizations tend to classify themselves in the lowest hour group, 35 per cent spending fewer than two hours per week.

Table 6. Percentage distribution of 160 schools according to the median number of hours spent per week per pupil on the various types of extra-curriculum activities.

Types of Extra-Curriculum Activities	NUMBER OF HOURS						
	Fewer than 2	2 - 3	3 - 4	4 - 5	5 - 6	6 - 7	More than 7
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Athletic	12	14	11	8	12	7	24
Social Moral	35	11	3	-	-	-	-
Musical	58	19	2	-	-	-	-
Publications	32	8	6	1	1	-	-

spent on social-moral organizations per week is very low, 55 per cent of the schools reporting fewer than two hours per week per pupil, which is extremely significant, in consideration of the emphasis of them by 90 per cent of the schools. Cultural activities seem perhaps slightly more extensive, 58 per cent of the schools reporting less than two hours per week per pupil. Though 15 per cent report three to four hours per pupil. Athletics and intramurals organizations show a greater variability in actual hours spent, though 53 per cent of the respondents failed to include such data. Thirty-two per cent spent less than two hours, 8 per cent from two to three, and 5 per cent from three to four. If the omitted data in the other 50 per cent of the schools were present, normal distribution might arrange in a similar manner, the present existing conditions. Debating and dramatic organizations tend to classify themselves in the lowest hour group, 65 per cent spending fewer than two hours per week.

Table 6. Percentage distribution of 100 schools according to the median number of hours spent per week per pupil on the various types of extra-curriculum activities.

Type of Extra-Curriculum Activities (1)	Hours of Work						
	Fewer than 2 (2)	2 - 3 (3)	3 - 4 (4)	4 - 5 (5)	5 - 6 (6)	6 - 7 (7)	More than 7 (8)
Athletic	32	14	11	5	12	7	24
Social Moral	55	21	3	-	-	-	-
Cultural	30	10	2	-	-	-	-
Publications	38	8	6	1	1	-	-

Table 6 (concluded)

Debating and Dramatics	35	10	4	1	2	1	2	
Student Government	35	2	-	-	-	-	-	
Hobby Clubs	33	7	-	1	-	-	-	
Subject Matter Groups	38	1	-	1	-	-	-	

Ten per cent spend from two to three hours per week and four from three to four, tending to vary comparable to publications, revealing the absence of definite programs. Student government organizations, hobby clubs, and subject-matter clubs are comparable, all providing for fewer than two hours per week in approximately 33 per cent of the schools. Hobby clubs expend from three to four hours in 7 per cent of the schools, and student government groups all tend to remain in a low hour group.

Disregarding athletics, all the types of extra-curriculum activities tend to spend from less than one hour to three hours, with the majority of schools in the fewer than two hour classification.

10. Developmental Backgrounds

<u>The Growth of the Various Types of Extra-Curriculum Activities in Terms of the Years Such Activities Have Been Maintained, According to Enrollment Classification</u>.--Table 7 shows the median years that the various types of extra-curriculum activities have been maintained, definitely proving the superi-

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Student Government	35	2	-	-	-	-	-	
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ority of athletic activities in not only maintenance, but hours per week per pupil, participants, and the number of years such athletic organizations have been maintained. Interscholastic athletics have been maintained longer than any one other type of organization in the extra-curriculum program. Publications present a median of seven years, musical and debating and dramatic medians of six. Intramural athletic organizations, social-moral clubs and student government groups have equal medians of five years. Subject-matter clubs exceed hobby groups by two years in total medians.

The greatest intramural median is in the 2000 and greater group, placed at seven, decreasing by one in each of the lower classifications. The highest interscholastic athletic median is discovered in the 751-2000 group of 17. The 301-750 and 101-300 groups both possess medians of 10, and the 100 and fewer and the 2000 and greater groups, medians of 9. Social-moral clubs are fairly constant in median years of maintenance throughout all enrollment groups, varying from four to six.

Table 7. Median number of years the various types of extra-curriculum activities have been maintained by the schools in the various enrollment classifications.

Types of Extra-Curriculum Activities	ENROLLMENT GROUPS					MEDIAN TOTAL
	100 and less	101 - 300	301 - 750	751 - 2000	2000 and greater	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Athletics						
Intramural	3	4	5	6	7	5
Interscholastic	9	10	10	17	9	10
Social Moral	6	4	4	5	5	5

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	100 and less	101 - 300	301 - 750	2000 and greater	
(1)	(2)	(3)	(4)	(5)	(6)
Athletics					
Intramural	5	4	5	6	5
Intercollegiate	9	10	17	9	10
Social Moral	6	4	4	3	5

Table 7 (concluded)

Publications	$5\frac{1}{2}$	7	5	10	$7\frac{1}{2}$	7
Musical	$6\frac{1}{2}$	4	6	7	4	6
Debating and Dramatics	4	4	6	8	10	6
Student Government Groups	5	4	5	7	$7\frac{1}{2}$	5
Hobby Clubs	1	3	2	5	$2\frac{1}{2}$	$2\frac{1}{2}$
Subject Matter	$1\frac{1}{2}$	4	3	6	$6\frac{1}{2}$	4

Publications have the greatest median in the 751-2000 group of 10. Musical activities have the greatest median in the 751-2000 group, the smallest medians appearing in the 101-300 and 2000 and greater groups, of four. Debating and dramatic activities have the highest median years in the greater than 2000 group, of 10, although the 751-2000 maintains a median of eight, the 101-300 and the 100 and fewer groups with equal medians of four, and the 301 to 750 group, a median of six. Student government groups also have been maintained longer in the 751-2000 group, with a median of seven, a low median evident in the 2000 and greater group, and fairly constant in the others. Hobby clubs also have been supported longer by the 751-2000 group, with a median of five, and ranging from one and one-half to two and one-half in the other groups. Subject-matter clubs functioned longest in the 2000 and greater enrollment group, though by a mere half-year than the 751-2000 class with a median of six and one-half. The smaller schools tend not to have maintained the extra-curriculum program for many

Table V (concluded)

Publications	8½	7	5	10	7½	7
Musical	6½	4	6	7	4	6
Debating and Dramatics	4	4	6	8	10	6
Student Government						
Groups	5	4	5½	7	7½	5
Body Clubs	1	3	3½	6	2½	2½
Subject Matter	1½	4	3	5	6½	4

Publications have the greatest median in the Vol-2000 group of 10. Musical activities have the greatest median in the Vol-6000 group, the smallest medians appearing in the 101-300 and 2000 and greater groups, of four. Debating and dramatic activities have the highest median years in the greatest than 2000 group, of 10, although the Vol-2000 maintains a median of eight, the 101-300 and the 100 and lower groups with equal medians of four, and the 301 to 700 group, a median of six. Student government groups also have been maintained longer in the Vol-6000 group, with a median of seven, a low median evident in the 2000 and greater group, and fairly constant in the others. Body clubs also have been supported longer by the Vol-2000 group, with a median of five, and ranging from one and one-half to two and one-half in the other groups. Subject-matter clubs functioned longest in the 2000 and greatest enrollment group, though by a more half-year than the Vol-2000 class with a median of six and one-half. The smaller schools seem not to have maintained the extra-curricular program for many

years, and there is evidenced an increasing number of years that activities have been maintained as enrollments increase, the greatest median numbers of years occurring in the 751-2000 enrollment classification.

CHAPTER III

ATHLETIC EXTRA-CURRICULUM ACTIVITIES

11. Interscholastic Athletics

Basic Considerations.--Modern physical educators recognize a value in the support of interscholastic athletic activities, but also are there certain hazards and dangers which, if not properly controlled, develop into undesirable features of such a program, and greatly retard its effectiveness. Fretwell[1/] lists some ten dangers which must be reckoned with from an educational point of view. (1) Too little real school guidance and control. (2) Too little adequate leadership. (3) A lack of satisfactory physical examination. (4) A loose determination and administration of eligibility rules. (5) Not enough equalization of teams. (6) Unwise playing schedules. (7) Too much control by the championship idea. (8) Poor financing. (9) Exploitation of pupils and commercialization. (10) A vicious idea of loyalty. (11) A removal of the contest from the control of the players.

Many communities become so deluded in their conception of the actual bases for the maintenance of such activities, that the purposes are obscured and forgotten. The report of

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the committee on Athletics in Secondary Schools of the North Central Association[2] states the aim of interscholastic athletics as

> "extending opportunities for participation to all pupils enrolled so as to provide an enjoyable form of recreation in later life. In the first place, very few boys benefit from participation at all, and in the second place, sports which are emphasized such as basketball, football, baseball, and track are not adapted to forms of recreation suited to later life."

One of the most valuable movements to protect, maintain and guard interscholastic athletics is the creation of State High School Interscholastic Athletic Associations. The actual origin dates back to 1896[3] in Wisconsin where definite efforts originated. During the past twenty-five years, organized state supervision has been evident in nearly every state. In addition to the local organizations, there is a National Federation of State High School Athletic Associations, its purpose "to protect and regulate the interstate athletic interests of the high schools belonging to the various associations, and to promote interests of the high schools belonging to the various associations and to promote pure amateur sport." The expressed purposes of the various State Athletic Associations are in general

2/ Report of Committee on Athletics in Secondary Schools in the North Central Association, North Central Association Quarterly, V. VIII, No. 4, April, 1934, p. 460.

3/ Marie Ready, State High School Interscholastic Athletic Associations, Bulletin 25752, United States Department of Interior, Bureau of Education.

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concerned with the extension and protection of the interest of high school athletics as a factor in education. State championships and contests are maintained for girls in about 12 states, for boys in 43 states. The most popular kinds of contests reveal basketball first for both boys and girls. Baseball and track second for girls, tennis, volley-ball, dodge-ball and hockey are other activities of greatest popularity. For boys, football and track run second; baseball, third; tennis, fourth; swimming, fifth; soccer, sixth; and wrestling, seventh.

The present criticism against championships is reflected in the opposition by Rogers[4/] in his attack that championships "lead to extreme specialization which often harms the individual," "the nervous strain detracts from valuable school work," "participation is for a very few," "financial support leads to commercialism," "adolescent boys often are placed in games and kept in games against the advice of physicians, because of pressure on the coaches," "newspapers cause an undesirable development of ego," "extreme interscholastic program definitely interferes with the natural program of the school," "educationally, it is wrong to shower most attention on a few."

A study by Burnett and O'Brien[5/] of injuries in football

4/ F. R. Rogers, The Future of Interscholastic Athletics, Bureau of Publications, Teachers College, Columbia University, New York, 1929, p. 48.

5/ J. H. Burnett and Fred J. A. O'Brien, Survey of Football Injuries in the High Schools of Massachusetts, Journal of Health and Physical Education, October, 1931, p. 32.

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in the high schools of Massachusetts in 1929 and 1930 divulged some basic conclusions. (1) No fatal injuries were sustained, and only one boy was injured seriously enough to prevent his playing football after recovery. (2) In 1930, 10 per cent of 5,456 players were injured. 3.2 of 10 were injured seriously. (3) The study revealed that there is a tendency for participants to receive greater injuries where the squad is smaller. [This may be qualified by the lack of financial assistance to provide a physician on the field, and the desire for professional advancement on the part of the coach, who may sacrifice the well-being of the individual.] (4) Of 106 schools studied, 64 provided medical assistance on the field.

McKown[6/] has suggested some of the more important objections often directed against the interscholastic program. (1) They benefit too few students. (2) They are expensive in time and money. (3) They encourage commercialism and professionalism. (4) They develop an athletic aristocracy. (5) They cause physical injuries. (6) They foster specialization and overdevelopment. (7) They develop poor sportsmanship. (8) They give rise to unsocial feelings. (9) They produce the chronic rooter. (10) Teams must win to insure financial success. (11) They benefit only the boys. Whether this last assertion be true in Massachusetts will be proven later in this chapter. To overcome these objections, McKown[7/] offers some equally

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[6] Harry C. McKown, op. cit. p. 244.

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vital suggestions for improvement. (1) Instruct the community and the school in the real values of interscholastic athletics. (2) Win cooperation of newspapers. (3) Eliminate intrinsically valuable awards and gifts. (4) Discourage community gifts to athletics and coaches. (5) Establish a one-semester rule for interscholastic participation. (6) Limit participation to two or three years. (7) Recognize and develop athletics for girls. Foster[8/] is profound in his criticism of over-commercialism in interscholastic athletics. "When schools and communities become imbued with ideals leading to immoral and discourteous conduct, it is high time for school officials to take a courageous and determined stand to educate the school and community to better things."

Inglis[9/] maintains that:

> "Many evils have undoubtedly developed around interscholastic contests and for that reason considerable opposition has been raised to their continuance. It should be noted, however, that interscholastic contests have been the principal factor contributing to the development of secondary-school athletics. No greater error could be made than to destroy the pupil's interest and cooperation in physical training through athletics and games by eliminating interscholastic contests."

12. Intramural Athletics

Fundamental Concepts.--Intramural athletics have been recognized as natural outlets for school children. Adolescent

8/ Charles R. Foster, op. cit. p. 211.

9/ Alexander Inglis, Principles of Secondary Education, Houghton Mifflin Company, 1918, p. 657.

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Foster[8] is profound in his criticism of over-commercialism in interscholastic athletics. "When schools and communities become imbued with ideals leading to immoral and disorderly conduct, it is high time for school officials to take a courageous and determined stand to educate the school and community to better things."

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gregariousness becomes crystallized into competitive play and results in emotional strengthening, and the development of loyalties to particular clubs or gangs. The evidence of sandlot ball teams, neighborhood athletic clubs among junior and senior high school students is indicative of strong play tendencies, which often are of an athletic nature.

The school thereby has an opportunity to provide adequate supervision and facilities for the advancement of such activities, either during school time as part of the physical education program, or after school hours, as a strict intramural organization. Fretwell[10/] reports a study by Hermle[11/] of the Intramural Sports in the Los Angeles junior high schools, conducted in 1927. Not only did competitive sports and games exist, but self-measurement projects were emphasized. The basis of the intramural program was founded in the gymnasium classes as an integrant part of the physical education program. Leagues were existent in all 18 schools, and inter-squad competition in major sports functioned. Fretwell[12/] is firmly convinced that the intramural program must be curricularized. A study by Savage, McGovern, and Bentley for the Carnegie Foundation draws some significant conclusions of the intramural program

10/ E. K. Fretwell, op. cit. p. 417.

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on the college level, its hindrances in operation, which are in part comparable to the secondary school level.

(1) Schools tend to theorize rather than provide for intramurals.

(2) Schools are too interested administratively in the interscholastic program.

(3) The bewildered attempt to keep large numbers of students occupied.

(4) Intramurals are not budgeted according to their individual needs.

The report of the Committee on Athletics in Secondary Schools lists the various sports maintained in some 2000 schools. There were found to be some 36 varieties, led by basketball for both boys and girls as the most frequently mentioned. The conclusion seems that the greater flexibility of the intramural program places emphasis on participation with a lesser amount of emphasis on the "winning" factor.

From a community viewpoint, intramural athletics have not been "sold," primarily, because of curricular significance, as many are conducted within school hours, and the public refuses to sacrifice interscholastic athletics by an ineffective, drab and uninteresting intramural program.

It becomes apparent that the interscholastic program cannot be eliminated or even subservient. It shouldn't be. But intramurals must be considered administratively of as much importance and value to the individual. The study by the Committee on Athletics in Secondary Schools[13/] showed conclu-

13/ Carnegie Foundation for the Advancement of Teaching, American College Athletics, Bulletin No. 23, p. 84-86.

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[10] Conference Committee for the Advancement of Secondary Interscholastic Athletics, Bulletin No. 20, p. 44-48.

sive evidence that there are 98 per cent of 2000 schools supporting interscholastic activities for boys, and only 28 per cent supporting interscholastic athletics for girls. Seventy-four per cent maintain intramurals for girls and 82 per cent maintain intramurals for boys.

13. Kinds of Activities Maintained

The Supremacy of Specific Sports.--The investigation disclosed that the secondary schools are emphasizing three or four sports, interscholastically and intramurally.

Table 8. Kinds of athletic extra-curriculum activities maintained and the percentage of schools in the various enrollment classifications supporting one or more.

Kinds of Athletic Extra-Curriculum Activities	ENROLLMENT GROUPS										TOTAL	
	100 and fewer		101-300		301-750		751-2000		2000 and greater			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Football	4	40	20	42	46	80	24	62	8	100	102	63
Cross Country	-	-	3	6	4	7	8	22	4	50	19	12
Soccer	3	30	9	19	19	33	11	30	5	62	47	29
Gym	-	-	3	6	15	26	19	52	3	37	40	25
Tennis	1	10	8	17	17	30	18	41	-	-	44	27
Track	-	-	14	30	29	51	24	63	8	100	75	46
Lacrosse	-	-	-	-	1	2	-	-	-	-	1	1
Swimming	-	-	2	4	7	12	2	5	1	12	12	8
Winter Sports	-	-	-	-	4	7	2	5	1	12	7	4
Field Hockey	-	-	7	15	13	23	14	38	3	37	37	23

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Football	4	40	20	42	46	30	24	62	8	100	102	63
Cross Country	-	-	3	6	4	7	8	22	4	50	19	12
Soccer	3	30	9	19	19	33	11	30	5	62	47	29
Gym	-	-	3	6	15	26	19	52	3	37	40	25
Tennis	1	10	8	17	17	30	19	41	-	-	44	27
Track	-	-	14	30	22	51	24	65	8	100	75	46
Lacrosse	-	-	-	-	1	2	-	-	-	-	1	1
Swimming	-	-	2	4	7	12	2	5	1	12	12	9
Winter Sports	-	-	-	-	4	7	2	5	1	12	7	4
Field Hockey	-	-	7	15	13	23	14	30	3	37	37	23

Table 8 (concluded)

Basketball	5	50	43	91	54	94	30	82	8	100	140	87
Baseball	9	90	46	98	55	96	30	82	8	100	148	97
Ice Hockey	-	-	5	11	12	21	8	22	4	50	29	18
Volley Ball	-	-	2	4	6	10	4	11	-	-	12	8
Tag Football	1	10	1	2	4	7	3	9	-	-	9	6
Wrestling	-	-	-	-	-	-	3	9	-	-	3	2
Bowling	-	-	-	-	-	-	1	2	1	12	2	1
Badminton	-	-	-	-	1	2	-	-	-	-	1	1
Archery	-	-	1	2	1	2	-	-	-	-	2	1
Golf	-	-	-	-	6	10	4	11	2	25	12	8
Speedball	-	-	-	-	-	-	1	2	-	-	2	1
Bat Ball	1	10	1	2	-	-	-	-	-	-	2	1

In the 100 and fewer enrollment group, baseball was prominent, maintained by 90 per cent of the schools. A significant difference in percentage is found between baseball and basketball, which is only supported by 50 per cent of the schools. Football functions only in 40 per cent of the schools in this group.

In the 101 to 300 group, baseball is supported by 98 per cent, basketball by 91, showing an increase by 40. Football is constant with the first group, functioning in only 42 per cent of the schools.

The 301 to 750 group discloses that baseball and basketball are both conducted by over 90 per cent of the schools, football rising sharply in this group, being supported by 80 per cent of the schools. It is at this point that the various other athletic activities prove supported by a significant number of schools. Tennis, track, soccer and gymnastics become

Table 3 (concluded)

Basketball	5	80	45	91	84	94	80	82	8	100	140	27
Baseball	9	90	48	89	83	86	70	88	8	100	148	27
Ice Hockey	-	-	5	11	12	21	8	22	4	50	20	16
Volley Ball	-	-	2	4	6	10	4	11	-	-	12	8
Tag Football	10	1	2	4	7	3	0	-	-	-	-	6
Swimming	-	-	-	-	-	3	0	-	-	-	8	3
Boxing	-	-	-	-	-	-	1	2	1	12	3	4
Gymnastics	-	-	-	-	1	2	-	-	-	-	1	4
Archery	-	-	1	2	1	2	-	-	-	-	3	1
Golf	-	-	-	-	8	10	4	11	2	22	12	8
Speedball	-	-	-	-	-	-	1	2	-	-	3	1
Jack Ball	1	10	1	2	-	-	-	-	-	-	3	1

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apparently popular, all being conducted by over 25 per cent, and track maintained by 51 per cent of the schools.

The 750 to 2000 group reveals a decrease in the percentages of schools supporting the three more prominent activities. Basketball and baseball are supported equally by 82 per cent. Track is noted to be increasing, becoming a third most popular sport, comparable to football at approximately 60 per cent support. Gym and tennis are maintained by 52 and 41 per cent, respectively.

In the 2000 and greater group, football, basketball, baseball and track are all supported by 100 per cent of the schools, track being of equal importance, following a continual increase as in direct relation to the enrollments.

Table 7 indicates the emphasis placed on baseball, basketball, and football. Track is popular in the larger schools, but ignored in the smaller schools. Soccer, gym and tennis seem of equal importance, supported by less than a third of the schools. In the larger schools, there is an increasing tendency to offer a broader program, decreasing the percentages of schools supporting the three or four major activities, except in the 2000 and greater group, which offers an extensive program of all activities.

Relation of Types of School Organization to Maintenance of Interscholastic and Intramural Programs.--Considerable discussion is abroad as to the extent of emphasis that should be placed on athletics, but also are there present quite definite

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restrictions which have been conceded advisable in the junior high school. Cox[14] feels that intramural and interscholastic activities of an athletic nature have not been integrated to the most effective degree. Participation for the majority must be the basis of justification. There is probably slight distinction between interscholastic activities from an administrative point of view in the senior, three-year type or the four-year schools, but the junior high school must protect its student body by careful administrative regulations, as the difference physically, socially, and chronologically is significant.

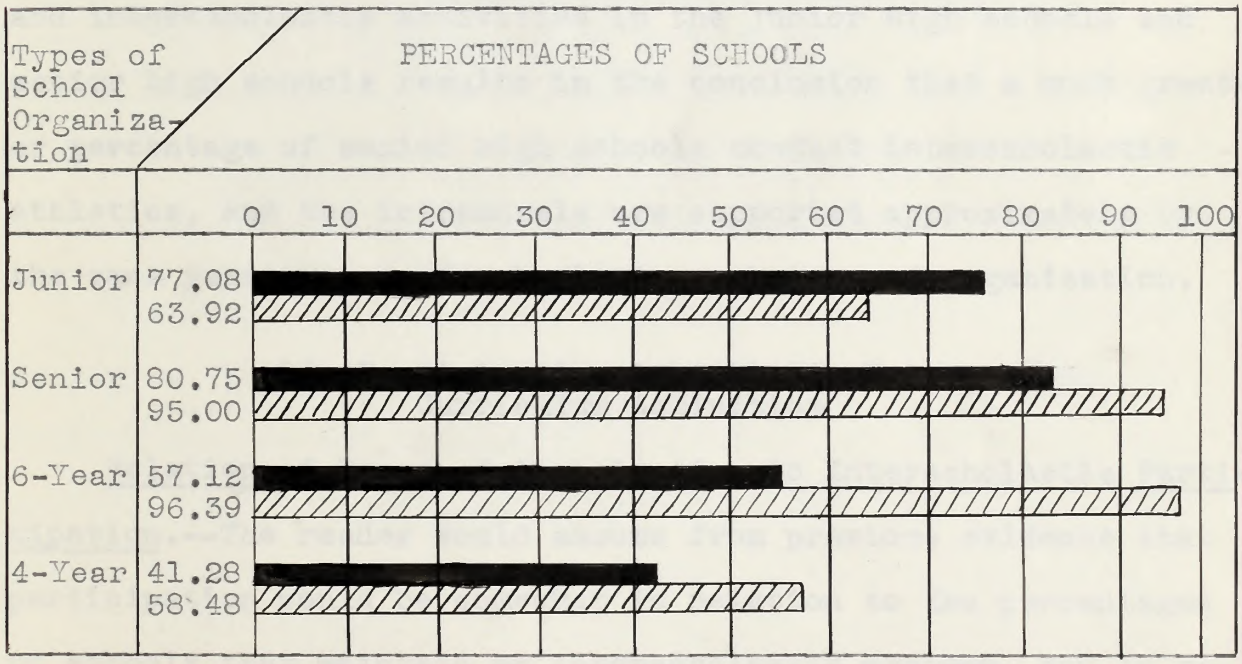

Figure 4. A distribution of 160 schools of various organizational types, showing the percentage of schools in each classification maintaining interscholastic and intramural athletic activities.

14/ P. W. L. Cox, The Junior High School and its Curriculum, Scribners, 1929, p. 94.

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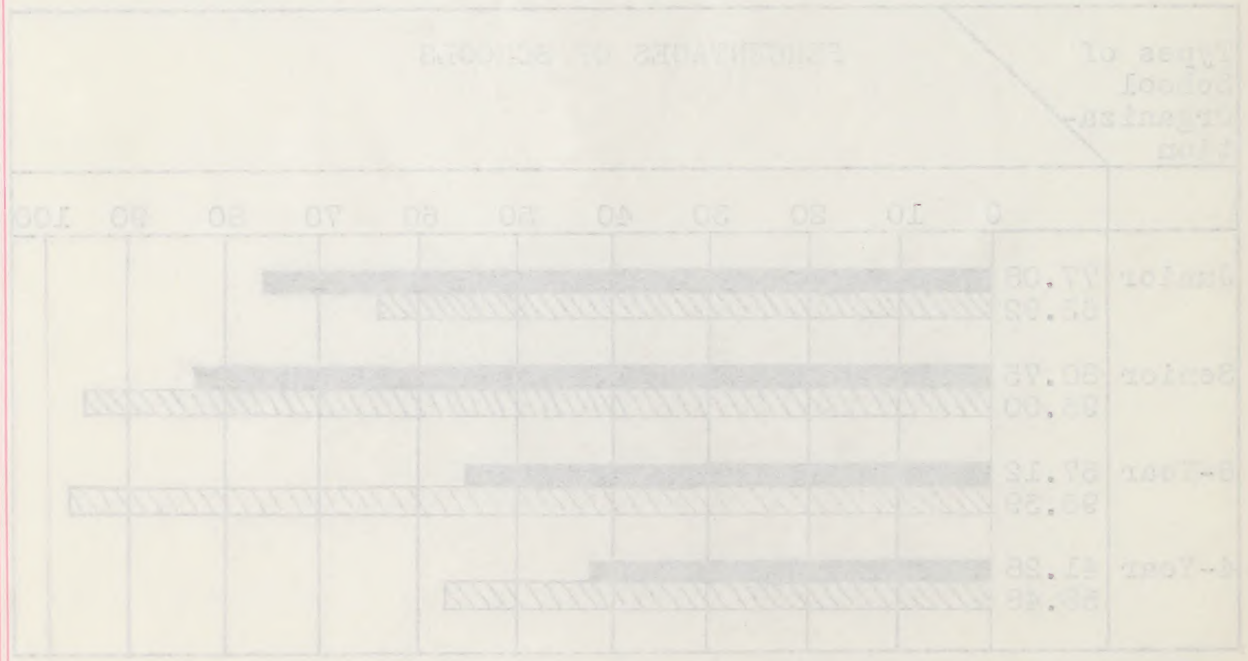

Figure 4. A distribution of 180 schools of various organizational types, showing the percentage of schools in each classification maintaining interscholastic and intramural athletic activities.

[14] F. W. L. Cox, The Junior High School and its Curriculum, Scribners, 1929, p. 94.

Davis[15] definitely is against the support of interscholastic athletics in the junior high school, though justifies intramural athletics and mass programs.

Figure 4 supports Davis' advocation that interscholastic athletics be discouraged as they exist. There is, nevertheless, a tremendous comparative emphasis placed on interscholastic athletics in the junior high school. Interscholastic athletics function to a greater degree in the senior high school and six-year type than in the others. The greatest percentage of schools supporting interscholastic and intramural athletics is seen in the senior high school. A comparison of the intramural and interscholastic activities in the junior high schools and senior high schools results in the conclusion that a much greater percentage of senior high schools conduct interscholastic athletics, and the intramurals are supported approximately by the same percentages of schools in each type of organization.

14. Participation in Athletic Extra-Curriculum Activities

Relation of Types of Organization to Interscholastic Participation.--The reader would assume from previous evidence that participation would be somewhat in relation to the percentages of schools that maintain an interscholastic program, and in relation to median enrollments. This is not altogether a valid assumption, and is disproved in part in Figure 5.

15/ Calvin O. Davis, Junior High School Education, World Book Company, 1924, p. 371.

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[16] Calvin O. Davis, Junior High School Education, World Book Company, 1924, p. 273.

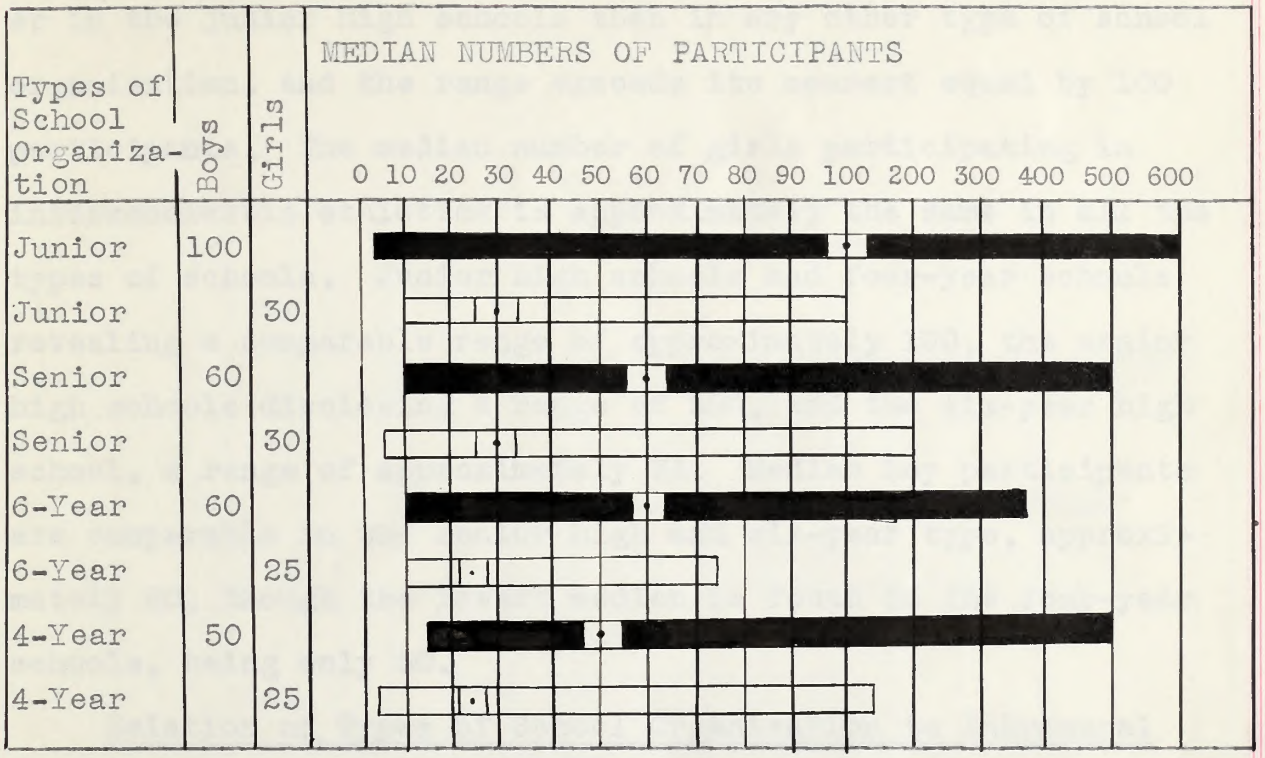

Figure 5. A comparison of boy and girl participation in interscholastic athletic activities, showing range in the various types of schools and median.

The ranges in all types of school organization seem absurdly large. This may be qualified by an integrated program of interscholastic and intramural activities, as previously suggested. It is unquestionably true that 600 boys do not participate in interscholastic athletics. It is probably correct to interpret that original squads in preparation for a final team, recruit the participation of an enormous number of pupils. The junior high schools provide for more boy participation in the sense that a greater number of boys are occupied, though there are not the great number of contests as in other types

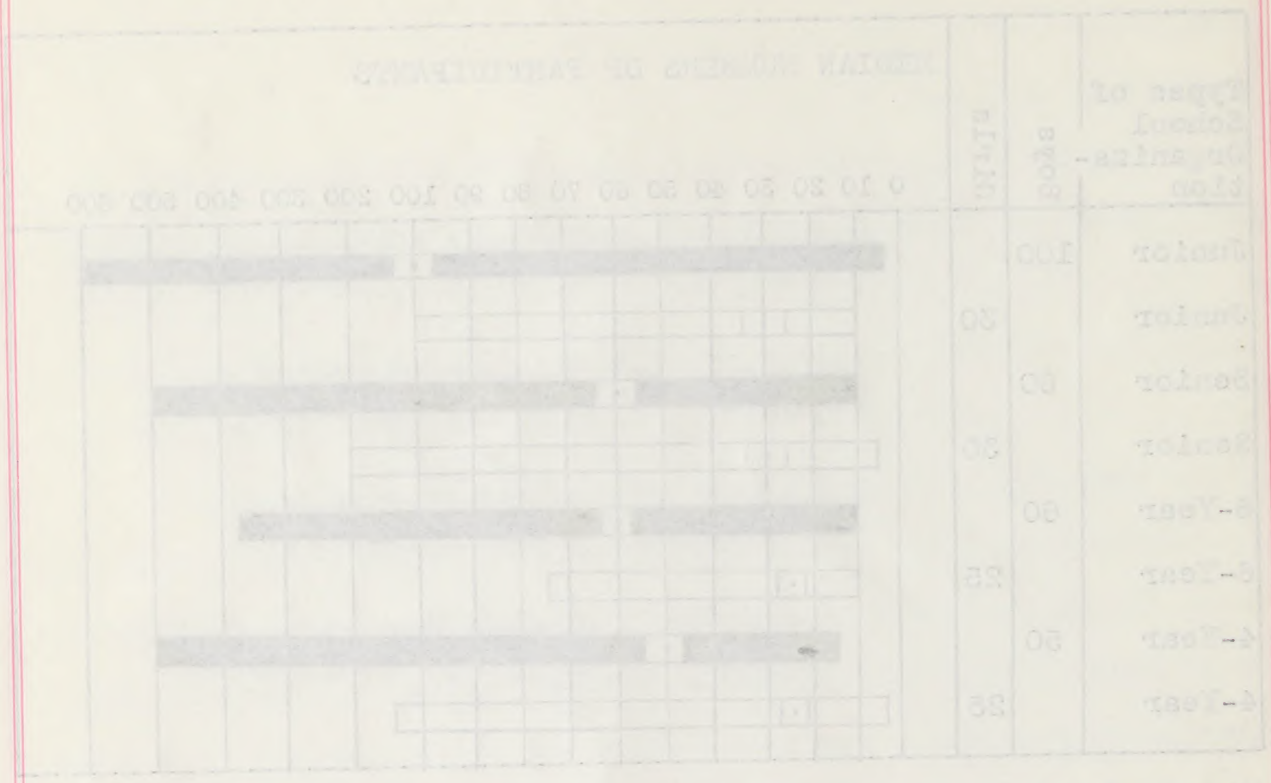

Figure 6. A comparison of boy and girl participation in intercollegiate athletic activities, giving range in the various types of schools and median.

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of organization. The median number of boy participants is higher in the junior high schools than in any other type of school organization, and the range exceeds its nearest equal by 100 participants. The median number of girls participating in interscholastic athletics is approximately the same in all the types of schools. Junior high schools and four-year schools revealing a comparable range of approximately 100, the senior high schools disclosing a range of 200, and the six-year high school, a range of approximately 74. Median boy participants are comparable in the senior high and six-year type, approximately 60, though the lowest median is found in the four-year schools, being only 50.

Relation of Types of School Organization to Intramural Participation.--There is a quite different interpretation of the intramural program, which, with the difficulty to extricate the physical education implications, makes conclusions fairly generalized. The data includes programs of activities and organizations which are required in some schools, some are non-competitive, and some are physical education classes. Regardless of these obstacles to definite interpretation, there are several significant comparisons.

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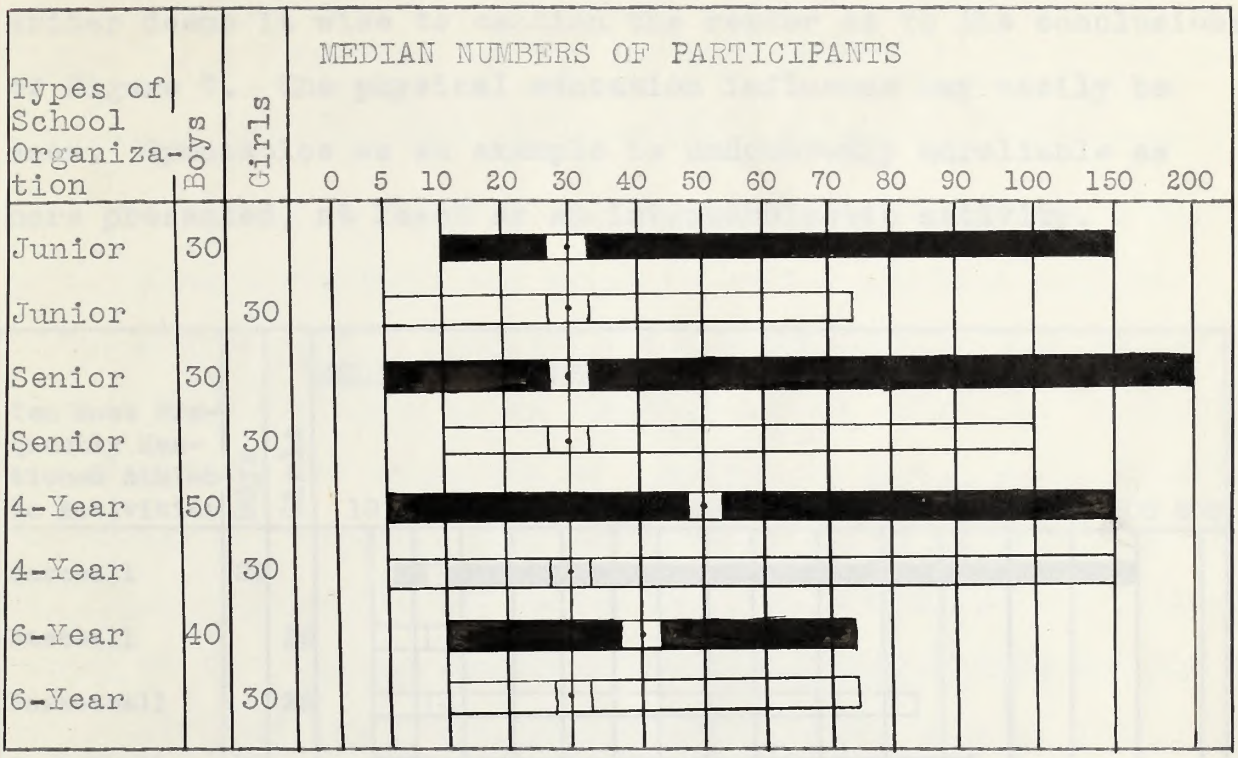
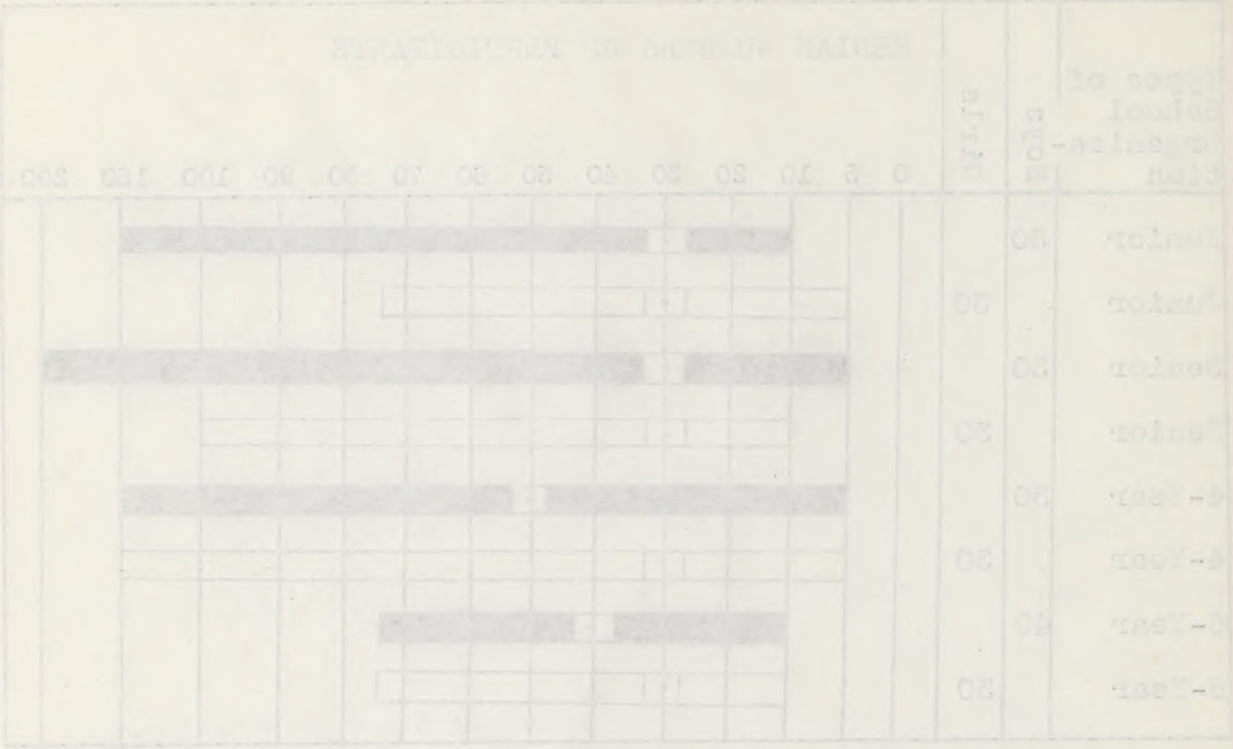


Figure 6. A comparison of boy and girl participation in intramural athletic activities in the various types of schools, showing range and median.

Figure 6 shows a prominence of intramural athletics in the four-year schools, with a median boy participation of 50, and a range of 150. Boy and girl participation is comparable in median numbers in junior and senior high schools, though the range of boys far exceeds the girls in either group. The six-year type of school maintains an identical boy and girl range, though the median is 15 higher for the boys. The four-year type of school indicates a similar range, though the median boys exceeds the girls by 20. In general, boy participation is greater in all the schools than girl participation.



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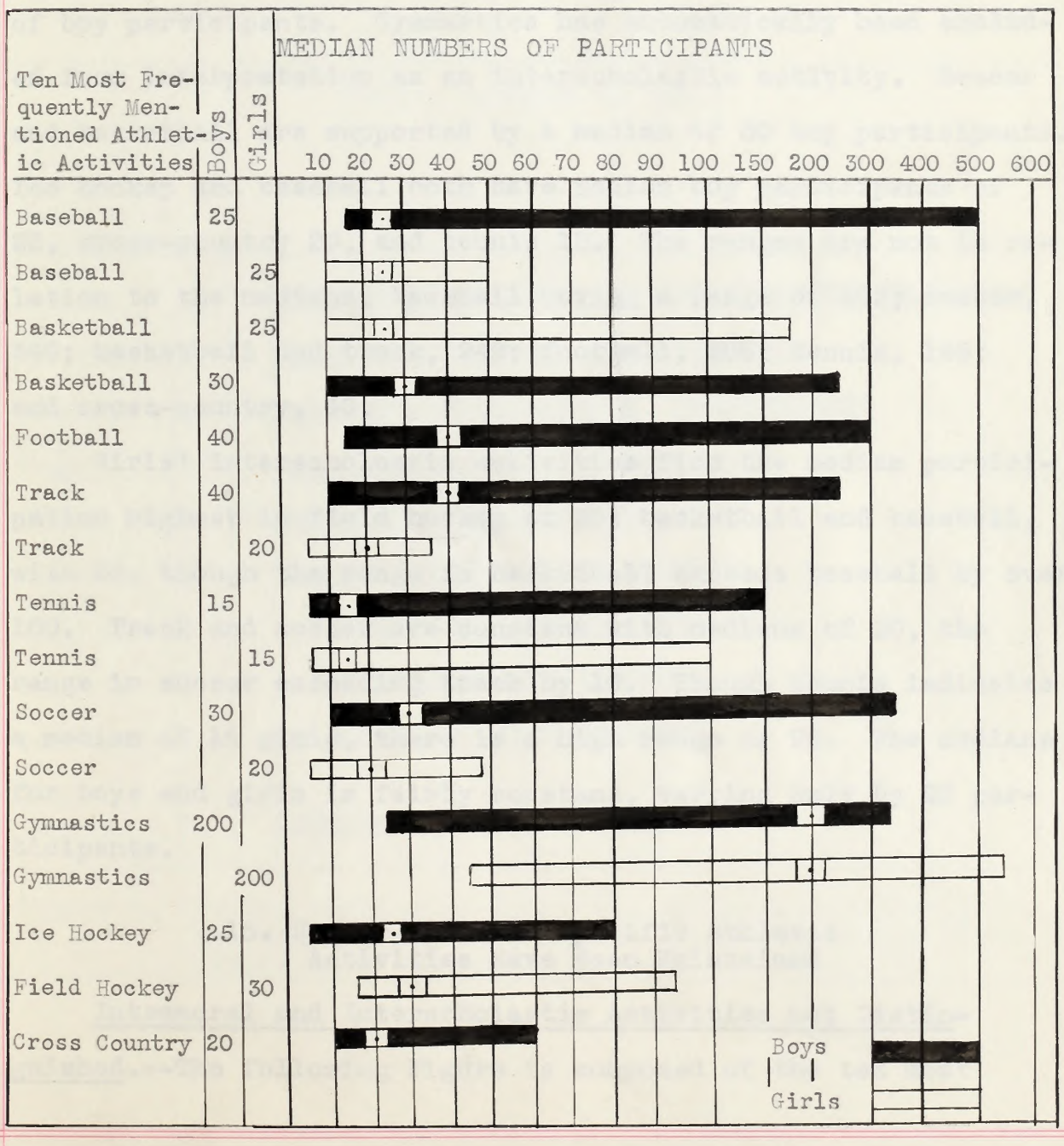
Interscholastic Participation in Specific Activities.--The writer deems it wise to caution the reader as to the conclusions of Figure 7. The physical education influence may easily be seen. Gymnastics as an example is undoubtedly unreliable as here presented, at least as an interscholastic activity.



Intercollegiate participation in Specific Activities.--The writer deems it wise to combine the reason as to the conclusions of Figure 7. The physical education influence may easily be seen. Gymnastics as an example is undoubtedly unpalatable as here presented, at least as an intercollegiate activity.

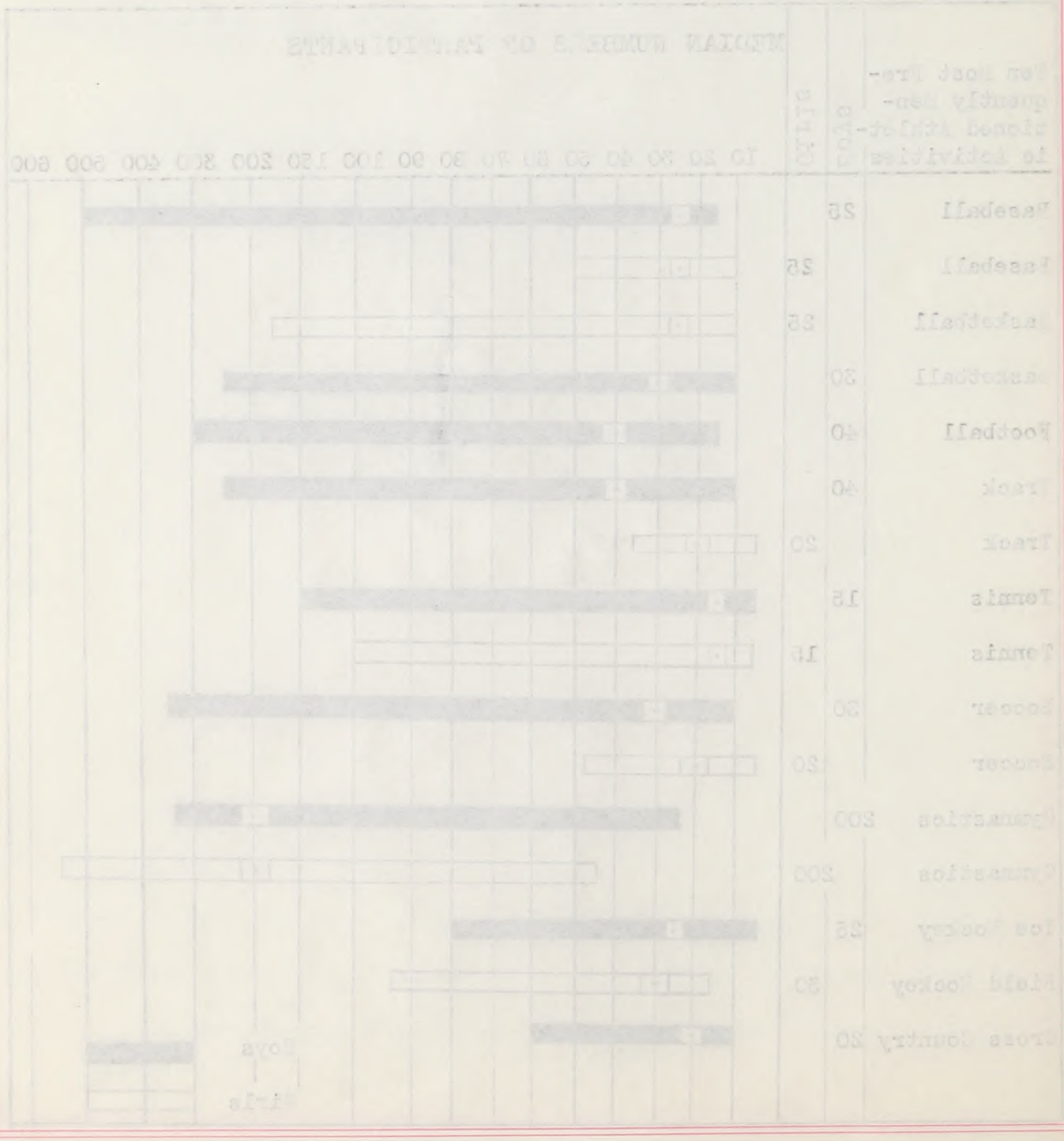


Figure 7 (concluded)

Figure 7. A comparison of boy and girl participation in the ten most frequently mentioned kinds of interscholastic athletic activities, showing range and median.

The various activities are arranged in order of their frequency showing football and track as having greatest medians of boy participants. Gymnastics has automatically been excluded from interpretation as an interscholastic activity. Soccer and basketball are supported by a median of 30 boy participants. Ice hockey and baseball both have median boy participants of 25, cross-country 20, and tennis 15. The ranges are not in relation to the medians, baseball having a range of 485; soccer, 340; basketball and track, 240; football, 285; tennis, 145; and cross-country, 40.

Girls' interscholastic activities find the median participation highest in field hockey at 30; basketball and baseball, with 25, though the range in basketball exceeds baseball by over 100. Track and soccer are constant with medians of 20, the range in soccer exceeding track by 10. Though tennis indicates a median of 15 girls, there is a high range of 95. The medians for boys and girls is fairly constant, varying only by 25 participants.

15. Number of Years Specific Athletic Activities Have Been Maintained

Intramural and Interscholastic Activities not Distinguished.--The following Figure is composed of the ten most

frequent intramural and interscholastic activities.

Figure 8 illustrates that not only do baseball, basketball, football and track have the highest medians, but also are the ranges the highest, with records of baseball maintained at least once in one school for 80 years, basketball 40, football 50, and track 32.

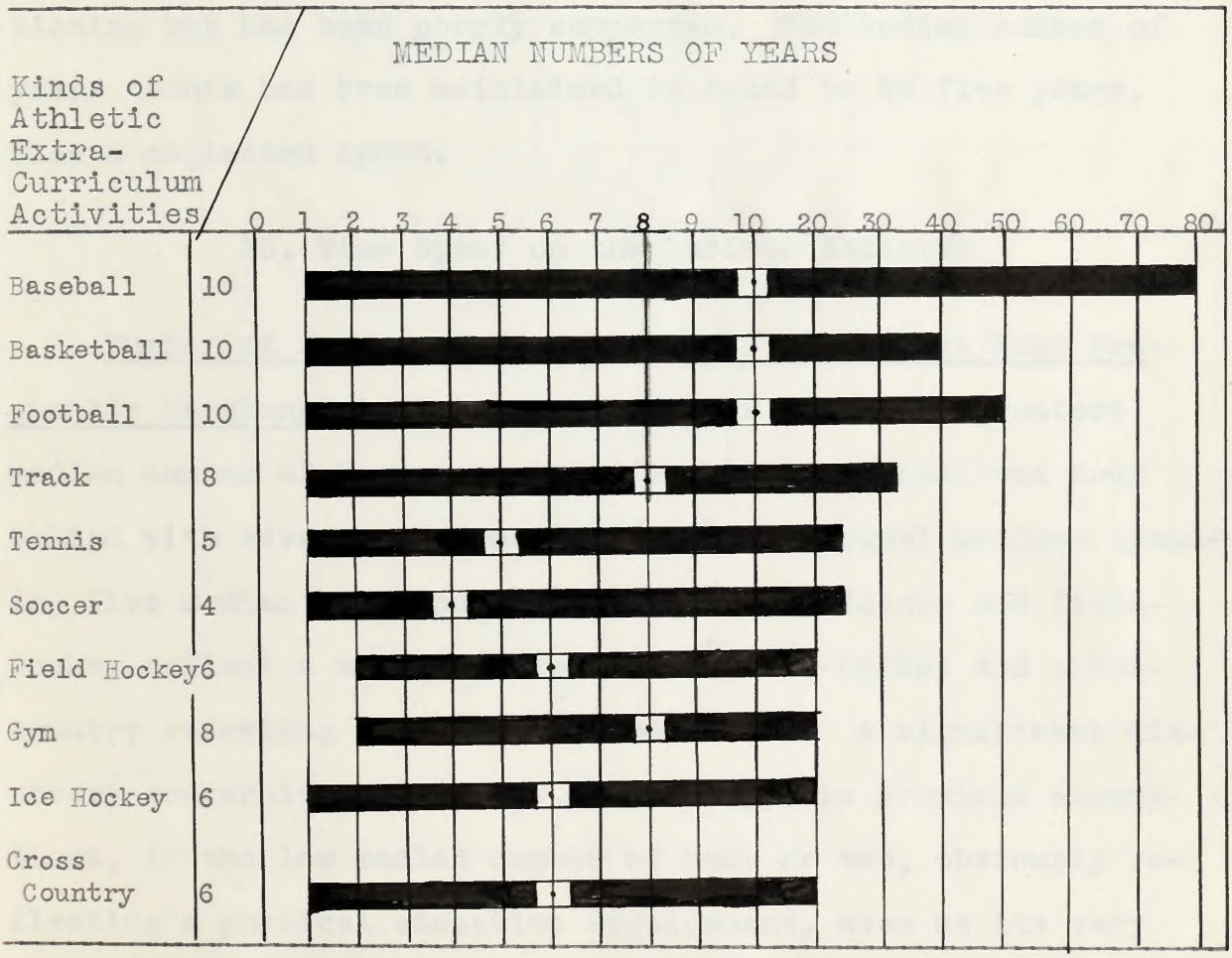


Figure 8. Median numbers of years the ten most frequently mentioned kinds of athletic extra-curriculum activities have been maintained.

frequent intramural and interscholastic activities.

Figure 8 illustrates that not only do baseball, basketball, football and track have the highest medians, but also are the ranges the highest, with records of baseball maintained at least once in one school for 80 years, basketball 40, football 30, and track 28.

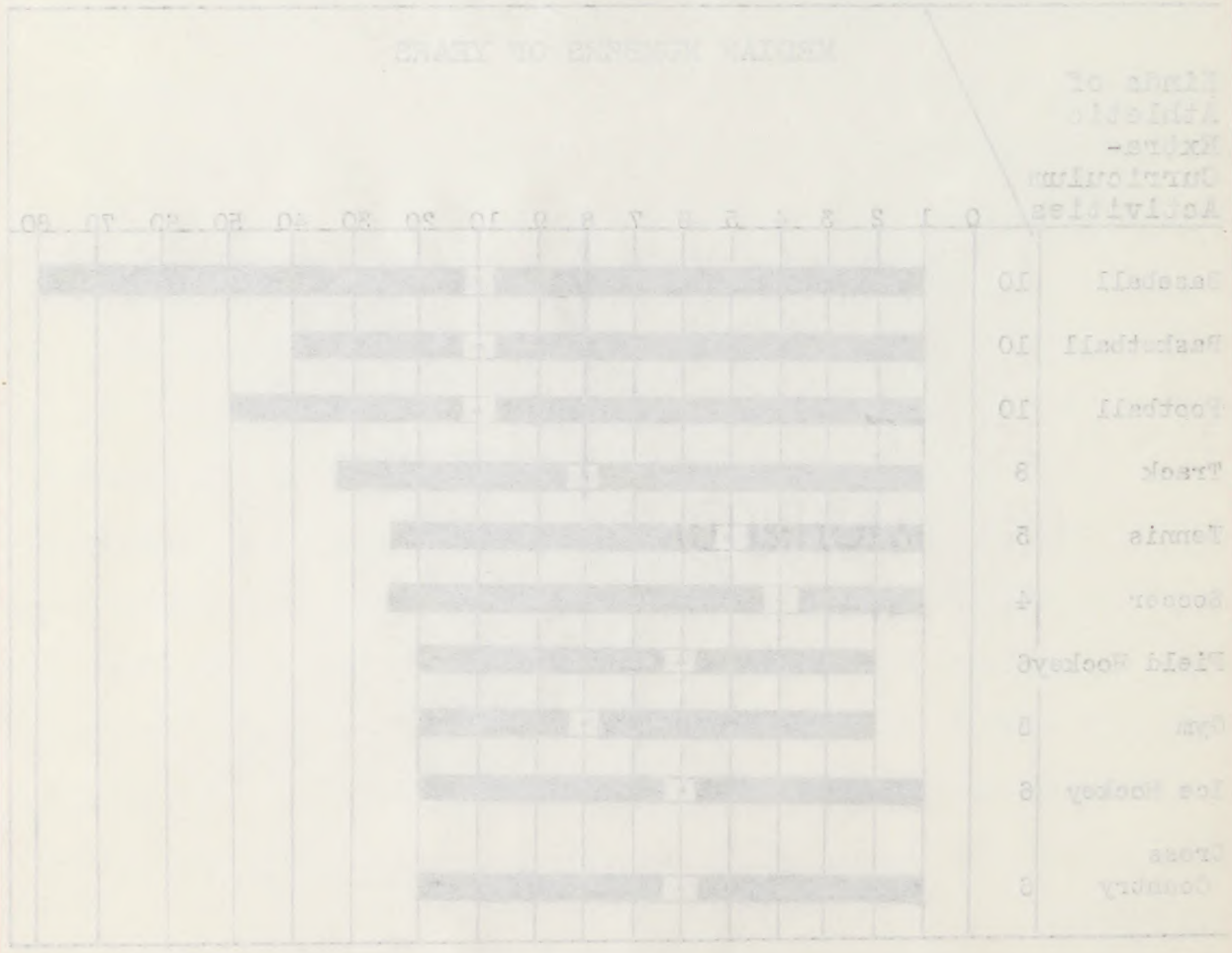


Figure 8. Median numbers of years the ten most frequently mentioned kinds of athletic extra-curriculum activities have been maintained.

Field hockey, gymnastics, ice hockey, and cross-country, all have been reported as existent in the same schools for 20 years. Tennis and soccer are reported to have existed 25 years. The medians for field-hockey, ice-hockey, and cross-country are placed at six. The medians for gymnastics and track are both eight years, and soccer is the lowest median, yet one of the six oldest types of activities, showing that it has been functioning but has been poorly supported. The median number of years tennis has been maintained is found to be five years, also a neglected sport.

16. Time Spent on the Various Athletic Activities

Number of Hours per Week per Pupil in the Ten Most Frequently Mentioned Activities.--Figure 9 shows the greatest median number of hours spent on football, baseball one hour behind with seven, and track and tennis of equal medians spending five median hours per week per pupil. Soccer and field-hockey reflect a median of four hours, ice-hockey and cross-country revealing a median of three hours. A significant discovery concerning gymnastics, which supports previous assumptions, is the low median number of hour or two, obviously reflecting a physical education requirement, even at its very low median, the range only approaching six hours. Basketball shows a tremendous varying of time spent, with a range from one-half to 20 hours. Football ranges from one-half to 16 hours. Baseball tends to have a varying emphasis in the

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schools, ranging from one-half to 15. Track is comparable to baseball in the distribution of schools, ranging from one to 15. Soccer and ice-hockey have identical range from one to ten, the median in ice-hockey an hour less than soccer.

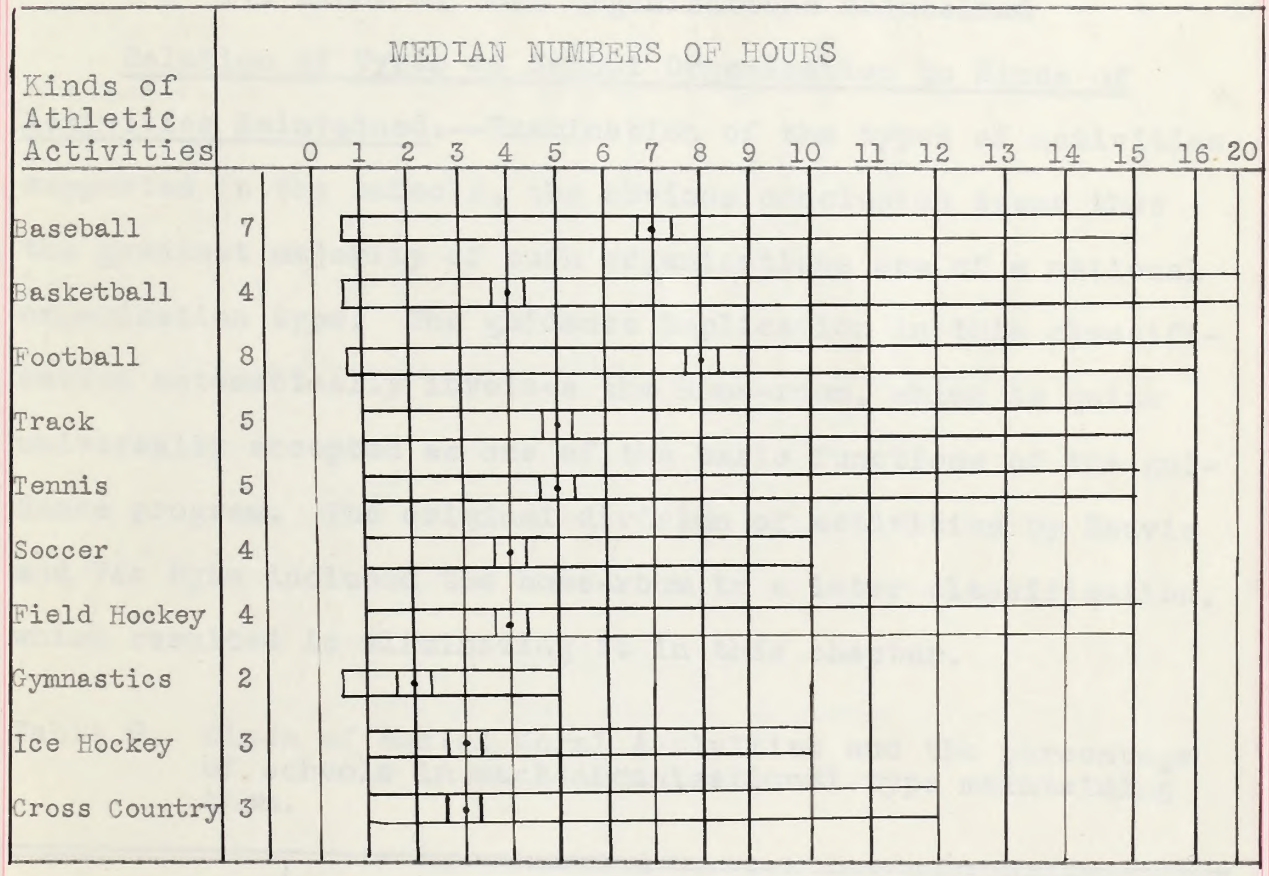

Figure 9. Median number of hours spent per week per pupil in the ten most frequently mentioned intramural and interscholastic athletic activities.

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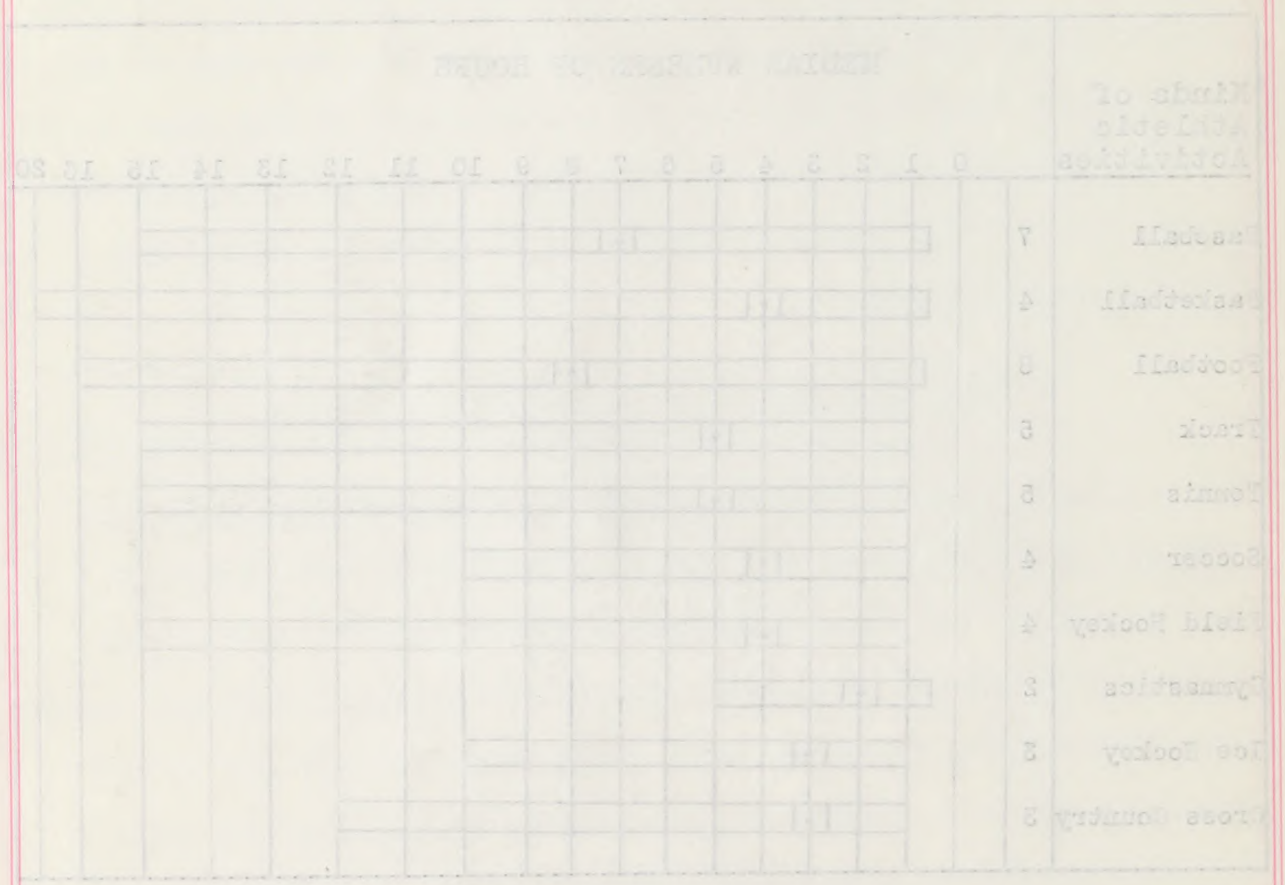

Figure 9. Median number of hours spent per week per pupil in the ten most frequently mentioned intramural and interscholastic athletic activities.

CHAPTER IV

SOCIAL MORAL LEADERSHIP AND GUIDANCE CLUBS

17. Kinds of Such Organizations Maintained

Relation of Types of School Organization to Kinds of Activities Maintained.--Examination of the types of activities supported in the schools, the obvious conclusion seems that the greatest majority of such organizations are of a national organization type. The guidance implication in this classification automatically involves the home-room, which is quite universally accepted as one of the basic functions of the guidance program. The original division of activities by Reavis and Van Dyke included the home-room in a later classification, which resulted in eliminating it in this chapter.

Table 9. Kinds of Social Moral Activities and the percentage of schools in each organizational type maintaining them.

Kinds of Social Moral Activities	TYPES OF SCHOOL ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Girl Reserves	3	6	3	14	4	7	0	-	10	9
Hi-Y Club	2	2	6	29	14	24	3	12	24	23
Boy Scouts	16	32	3	14	5	9	2	7	26	25
Girl Scouts	15	30	4	19	4	7	4	14	27	26
Social Club	6	11	0	-	0	-	2	7	11	10

CHAPTER IV

SOCIAL SOCIAL LEARNING-IN AND GUIDANCE CLUBS

IV. Kinds of Social Organizations Maintained

Relation of Types of Social Organization to Kinds of Activities Maintained.--Examination of the types of activities supported in the schools, the obvious conclusion seems that the greatest majority of social organizations are of a national organization type. The evidence indicates in this classification automatically involves the home-room, which is quite universally accepted as one of the basic functions of the guidance program. The original division of activities by Searle and Van Dyke included the home-room in a later classification, which resulted in eliminating it in this chapter.

Table 9. Kinds of Social Local Activities and the percentage of schools in each organizational type maintaining them.

Kinds of Social Local Activities	Types of Social Organizations												
	Junior			Senior			4-Year			6-Year			Total
	Non Nat'l	Nat'l	Per cent	Non Nat'l	Nat'l	Per cent	Non Nat'l	Nat'l	Per cent	Non Nat'l	Nat'l	Per cent	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Girl Reserves	3	3	5	14	4	7	0	-	10	9			
4-H Club	2	2	6	29	14	24	8	15	24	29			
Boy Scouts	14	26	3	14	6	9	2	7	26	28			
Girl Scouts	15	20	4	19	4	7	4	14	27	26			
Social Club	0	11	0	-	8	-	2	7	11	10			

Table 9 (concluded)

Dance Club	12	23	3	14	3	5	2	7	20	19
Leaders Club	12	23	0	-	0	-	2	7	17	16
College Club	0	-	0	-	0	-	0	-	2	1
Hostess Club	11	21	1	5	2	3	0	-	14	13
Tri-Hi Club	0	-	2	10	3	5	2	7	7	6
4-H Club	0	-	1	5	3	5	1	4	5	4
Pep Club	0	-	2	10	0	-	1	4	3	3
Outing Club	0	-	1	5	0	-	0	-	1	1
Junior Improvement	1	2	0	-	0	-	0	-	1	1
Varsity Club	0	-	0	-	0	-	1	4	1	1
Girls' Club	0	-	1	5	1	2	1	4	3	3
Girls' League	0	-	2	10	0	-	0	-	2	2
Program Club	0	-	0	-	0	-	1	4	1	1
Torch Club	0	-	1	5	0	-	0	1	1	1
Guidance Club	0	-	0	-	0	-	1	4	1	1
Bi-Y Club	0	-	0	-	1	2	0	-	1	1

If the ultimate individual values of participation in national organizations are to be interpreted according to Koos'[1] classification of values, leadership certainly rates among the more generally accepted values, and participation in such organizations as the Y.M.C.A. organizations, the Scout program and 4-H clubs, the individual presumably receives such potential values.

The highest percentage of support in any given organization in all the schools is equal in the boy and girl Scout programs, supported by 17 per cent. Both programs function to a greater degree in the junior high schools, secondly in the senior high schools, and fairly comparable in the four-year

1/ L. V. Koos, General Analysis of Literature, Twenty-fifth Yearbook, National Society for the Study of Education, Part II, op. cit.

Table 9 (concluded)

Dance Club	12	23	3	14	3	3	2	7	20	19
Leaders Club	12	23	0	-	0	-	2	7	17	16
College Club	0	-	0	-	0	-	0	-	2	1
Hostess Club	11	21	1	5	2	3	0	-	14	13
Tri-Hi Club	0	-	2	10	3	5	2	7	7	6
4-H Club	0	-	1	5	3	5	1	4	5	4
Pep Club	0	-	2	10	0	-	1	4	3	3
Outing Club	0	-	1	5	0	-	0	-	1	1
Junior Improvement	1	2	0	-	0	-	0	-	1	1
Varsity Club	0	-	0	-	0	-	1	4	1	1
Girls' Club	0	-	1	5	1	2	1	4	3	3
Girls' League	0	-	2	10	0	-	0	-	2	2
Program Club	0	-	0	-	0	-	1	4	1	1
Torch Club	0	-	1	5	0	-	0	1	1	1
Guidance Club	0	-	0	-	0	-	1	4	1	1
Hi-Y Club	0	-	0	-	1	2	0	-	1	1

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[1] L. V. Koos, General Analysis of Literature, Twenty-Fifth Yearbook, National Society for the Study of Education, Part II, op. cit.

types, though the Girl Scout program is much higher in the six-year schools than the Boy Scout troops.

Girl reserves are fairly equally maintained in all types of the schools, excepting the six-year schools, where none are found existent. The total percentage in all types of schools is six.

The Hi-Y club, a secular organization with restrictions as to age, functions in 24 per cent of the four-year schools, and 29 per cent in the senior high schools. There is an obvious lack of such an organization in the six-year schools, maintained by only 12 per cent.

The social club exists in all types only in seven per cent of the total number of schools, and is fairly equally supported in the junior and senior high schools by less than 15 per cent, non-existent in the four-year types, and supported by less than 10 per cent in the six-year schools.

The dance club, supported by only 12 per cent of all types of schools, functions in 23 per cent of the junior high schools, though is maintained by less than 10 per cent in the four-year and six-year types, and 14 per cent in the senior high schools.

The leaders club also functions in more junior high schools than any other type, nearly one-fourth of the schools in this classification maintaining them. They exist in 14 per cent of the senior high schools, non-existing in the four-year type and in less than 10 per cent of the six-year schools. Eleven per cent of all the schools studied support this organization.

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The college club functions only in the senior high schools, and is supported by 10 per cent of this type of school.

The hostess club, supported by nine per cent of the total number of schools, is more popular in the junior high schools, actively functioning in almost one-fourth of the schools in this type and by less than one-twentieth in the senior and four-year types, and absent in the six-year schools.

The Tri-Hi and 4-H clubs seem fairly constant in all types of schools, functioning from four to 10 per cent in all with a total maintenance of six and four per cent respectively.

The pep club is a minor organization, supported only in the senior and six-year schools by a small percentage and with a total of only three per cent.

The junior improvement, varsity, girls' club, girls' league, program club, torch club, guidance club and Bi-Y clubs, all function to a very small degree with a percentage range in all of not greater than two per cent. The senior high schools and six-year types apparently attach more importance to these, as they are supported by a slightly higher percentage.

A lack of opportunity for actual social leadership by pupils is apparent. Not only is the general maintenance of such activities low in proportion to other types of extra-curriculum activities, but also the participation is much lower. Regardless of the actual existence of such organizations, the writer feels that desirable social-civic-leadership qualities are not restricted only to this type of extra- curri-

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culum activity. Such characteristics, and ultimate pupil accomplishments which are frequently associated with this classification, are not peculiar only to this type. They are inseparable values, and existent in all types of extra-curriculum activity. The committee on curriculum revision in the high schools of Denver[2/] concluded from an investigation that the important consideration was the creation of "a course of study in leadership will be simple and concrete syllabi which pupil leaders may consult as standard guides." "The materials for such a course must be evaluated in terms of actual life situations as they are found normally in the high school." This quite certainly becomes part of the guidance machinery of the schools, and merely proves again the extra-curriculum function as a program not separated from other school functions, but rather an integral function.

Nine of the organizations in this classification are accepted as national organizations, conducted, organized and administered centrally from an outside agency, other than the school. The most common is the Scout movement. A committee on "Boy Scouts and the Public Schools"[3/] organized at the Department of Superintendence meeting of the National Education Association, outlines the following policies, which seem fairly comparable to all outside public youth agencies:

2/ George E. Hook, Social Leadership in the High School, Unpublished Master's Thesis, Colorado State Teachers College, 1930.

3/ Earle U. Rugg, Summary of Investigations Relating to Extra-Curricular Activities, Colorado State Teachers College, 1930, p. 184.

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(1) The administration of the Boy Scout program should not become a part of the school machinery. (2) The Scout program in relation to the public school falls properly in the field of extra-curricular activities, optional, free time periods. (3) The best results have been obtained not by formalizing scouting, but by supplementing and vitalizing the book work by practical activities of the Scout program.

McKown[4/] is quite definitely in favor of national organizations in his advocation that:

> "Supplementary organizations of a national scope may be utilized in the school to bring additional contacts and emphasis of value to the student, school and community. The schools are recognizing these organizations more and more and making increased provision for them. There is a danger that this recognition will result in a formalization which will kill the interest of the student. The final authority and responsibility for the student groups of these organizations must rest with the school authorities."

Jordan[5/] draws the basic administrative conclusion in consideration of these national organizations in the following well-founded principle. "The school should officially refuse to sanction any organization which it cannot control entirely." The factor of later incompatibility becomes the hidden danger which may cause a disintegration of comparable objectives in final functioning.

4/ Harry C. McKown, op. cit. p. 511.

5/ Riverda Jordan, Extra-Classroom Activities, T. Y. Crowell, New York, 1928, p. 220.

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4/ Harry D. Wilson, op. cit. p. 311.

5/ Mirvale Jordan, Extra-Classroom Activities, T. Y. Crowell, New York, 1928, p. 220.

18. Student Participation

Comparison of Boy and Girl Membership.--The examination of the data as related to participation in the kinds of organizations of this type reveals a wide divergency in the participation not only in comparison of the boys and girls, but also the kinds of activities, which apparently fluctuate in membership more than other types of extra-curriculum activities.

The greatest single girl median is found in the pep club, though the dance club, girl scouts, college club, girls' league and girls' club possess a fairly constant median number of participants, ranging in the scope of 50 to 60 median participants.

An examination of the median boy participation discloses the pep club as superior with a median of 65. The Y.M.C.A. organizations, dance club, varsity club, all possess high medians, approximately at 50 participants.

16. Student Participation

Comparison of boy and girl leadership.--The examination of the data as related to participation in the kinds of organizations of this type reveals a wide divergency in the participation not only in comparison of the boys and girls, but also the kinds of activities, which apparently fluctuate in membership more than other types of extra-curricular activities.

The greatest single girl median is found in the pep club, though the dance club, girl scouts, college club, girls' league and girls' club possess a fairly consistent median number of participants, ranging in the scope of 60 to 80 median participants.

An examination of the median boy participation discloses the pep club as superior with a median of 80. The Y.M.C.A. organizations, dance club, varsity club, all possess high medians, approximately at 80 participants.

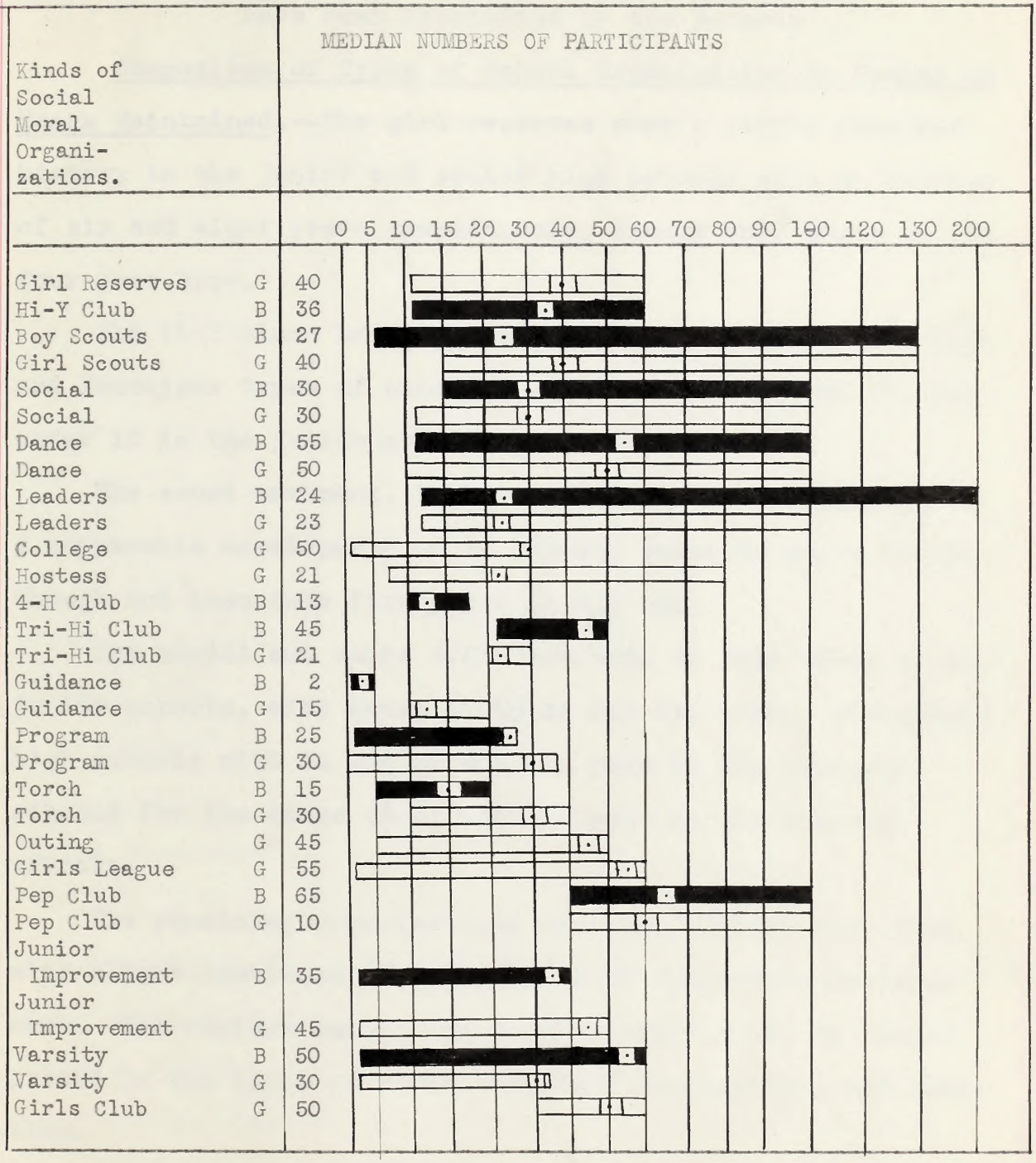
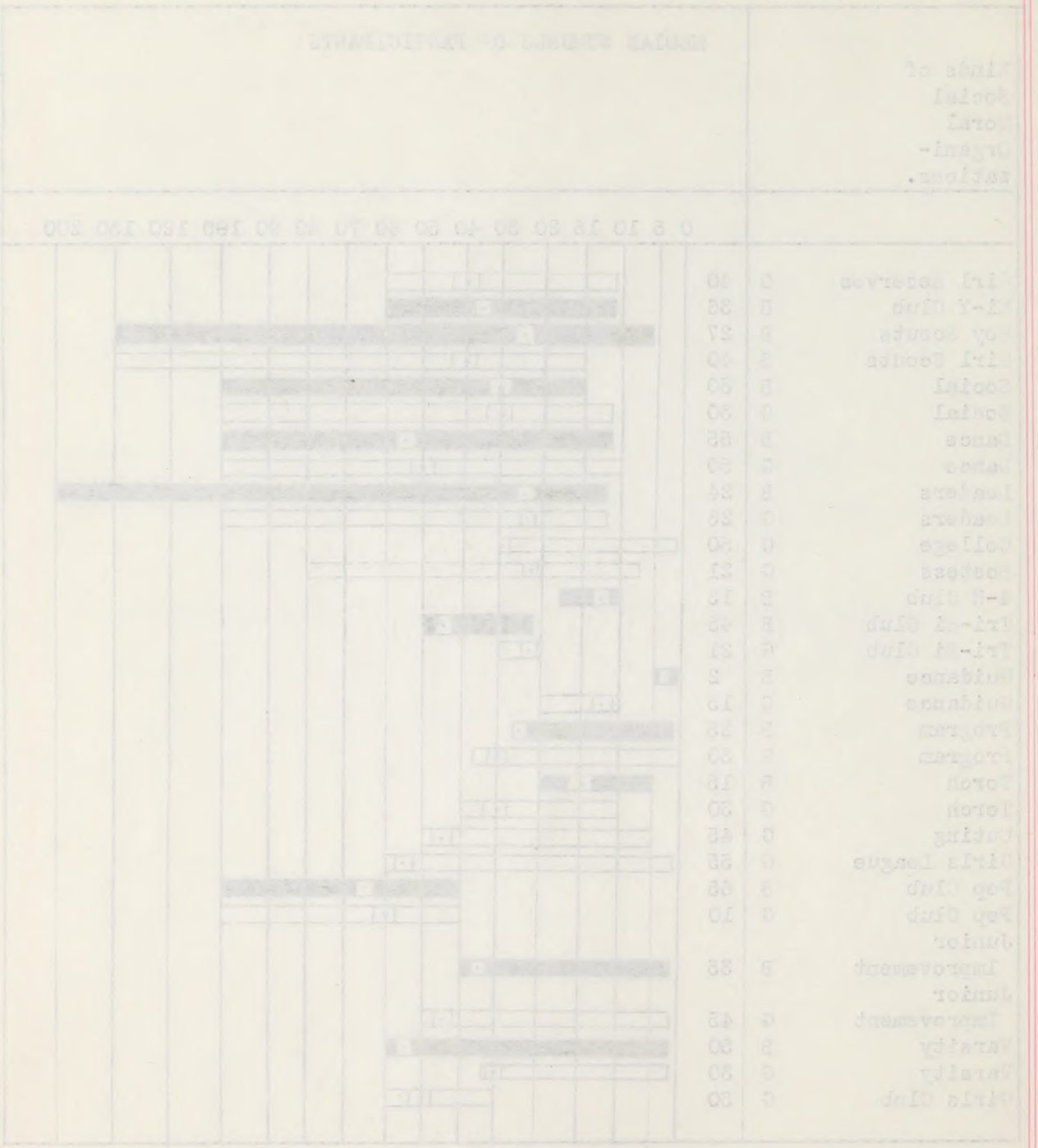


Figure 10. Range and Median Participation of Boys and Girls in Social-Moral Extra-Curriculum Activities.



19. Average Number of Years These Organizations Have Been Maintained in the Schools

Comparison of Types of School Organization to Number of Years Maintained.--The girl reserves show a fairly constant history in the junior and senior high schools with an average of six and eight years respectively, though only three in the four-year type.

The Hi-Y clubs have functioned longer in the senior high and four-year types of schools, with means of 15 and 13, and under 10 in the junior and six-year schools.

The scout movement, both boys and girls, has maintained a comparable development in all types, under 10 years in all, though not less than five years in any one.

The social and dance clubs are more or less equal in the junior schools, with means of three and two years, the senior high schools with 14 and 20 and one year in the four-year schools for the dance club, and one each in the six-year schools.

The remaining organizations are more or less scattered with slight semblance of any general or consistent development. The obvious reason for such conditions may be interpreted in the light of their localized organization and function.

14. Average Number of Years These Organizations Have Been Maintained in the Schools

Comparison of Types of School Organization to Number of Years Maintained.--The girl reserves show a fairly constant history in the junior and senior high schools with an average of six and eight years respectively, though only three in the four-year type.

The 4-H clubs have functioned longer in the senior high and four-year types of schools, with means of 15 and 13, and under 10 in the junior and six-year schools.

The scout movement, both boys and girls, has maintained a comparable development in all types, under 10 years in all, though not less than five years in any one.

The social and dance clubs are more or less equal in the junior schools, with means of three and two years, the senior high schools with 14 and 20 and one year in the four-year schools for the dance club, and one each in the six-year schools.

The remaining organizations are more or less scattered with slight semblance of any general or consistent development. The obvious reason for such conditions may be interpreted in the light of their localized organization and function.

Table 10. Distribution of 160 Schools according to types of school organization, showing average number of years various social moral organizations have been maintained.

Kinds of Social Moral Organization	TYPE OF ORGANIZATION				Total Average
	Junior	Senior	4-Year	6-Year	
(1)	(2)	(3)	(4)	(5)	(6)
Girl Reserves	6	8	3	-	6
Hi-Y Club	9	15	13	7	11
Boy Scouts	7	9	7	5	7
Girl Scouts	6	9	5	7	7
Social	3	14	-	1	6
Dance	2	20	1	1	6
Leaders	6	6	-	6	6
College	-	8	-	-	8
Hostess	3	2	-	-	2
4-H Club	9	-	-	18	13
Tri Hi Club	-	-	6	3	4
Outing	-	2	-	-	2
Torch	-	3	-	-	3
Pep Club	-	-	3	-	3
Guidance	-	5	-	-	5
Bi-Y Club	-	-	2	-	2
Girls League	-	5	10	-	7
Varsity	-	3	-	4	3
Girls Club	3	3	4	4	3
Program	-	-	-	-	1
Junior Improvement					

Comparison of Total Average Numbers of Years in all Organizational Classifications.--The three highest means occur in the Hi-Y clubs, junior improvement, and 4-H clubs, revealing a marked tendency for the organizations of a national type included in this classification to have functioned longer that other school-controlled clubs. The scout movement for both boys and girls are equal with total means of seven years,

Table 10. Distribution of 160 Schools according to types of school organization, showing average number of years various social moral organizations have been maintained.

Kinds of Social Moral Organization (1)	TYPE OF ORGANIZATION: Junior (2)	Senior (3)	4-Year (4)	5-Year (5)	Total Average (6)
Girl Reserves	6	8	3	-	6
Hi-Y Club	9	13	13	7	11
Boy Scouts	7	9	7	5	7
Girl Scouts	6	9	6	7	7
Social	3	14	-	1	6
Dance	2	20	1	1	6
Leaders	6	6	-	6	6
College	-	6	-	-	8
Hostess	5	2	-	-	2
4-H Club	9	-	-	18	13
Tri Hi Club	-	-	6	3	4
Cuting	-	2	-	-	2
Porch	-	3	-	-	3
Pep Club	-	-	3	-	3
Guidance	-	5	-	-	5
Hi-Y Club	-	-	2	-	2
Girls League	-	5	10	-	7
Varsity	-	3	-	4	3
Girls Club	3	3	4	4	3
Program	-	-	-	-	1
Junior Improvement					

Comparison of Total Average Numbers of Years in all Organizational Classifications.--The three highest means occur in the Hi-Y clubs, junior improvement, and 4-H clubs, revealing a marked tendency for the organizations of a national type included in this classification to have functioned longer that other school-controlled clubs. The scout movement for both boys and girls are equal with total means of seven years,

the social, dance and college clubs indicate means of six years, and the remaining clubs, with the exception of the girls' league of seven, are all below six years.

Reavis and Van Dyke[6/] revealed a mean number of years as 4.9 for this type of extra-curriculum activity which has been definitely and naturally enough increased to a 5.7 mean gained from the data presented in this study.

20. Actual Hours Spent in Participation

Comparison of Enrollment Groups as to Median Number of Hours.--A study by Ayer[7/] disclosed that high school students tend to join about two organizations under school control to one outside. If this conclusion can be adapted to existing practices in Massachusetts high schools, the evident and logical assumption would be that this classification of extra-curriculum activities is quite generally concerned with outside agencies, as the reported data is indicative that the larger percentages of the schools tend to spend considerable time on nationally organized activities in comparison with those controlled and under the surveillance of the school authorities.

6/ William C. Reavis and George Van Dyke, Non-Athletic Extra-Curriculum Activities, op. cit. p. 86.

7/ Fred C. Ayer, Pupil Participation in Extra-Curricular Activities in the High Schools of Everett and Seattle, Washington. National Society for the Study of Education, Twenty-fifth Yearbook, Part II, Extra-Curricular Activities, 1926, p. 80.

the social, dance and college clubs indicate means of six years, and the remaining clubs, with the exception of the girls' league of seven, are all below six years.

Searle and Van Dyke[8] revealed a mean number of years as 4.8 for this type of extra-curricular activity which has been definitely and naturally enough increased to a 5.7 mean gained from the data presented in this study.

20. Actual Hours Spent in Participation

Comparison of Enrollment Hours as to Median Number of Hours.--A study by Ayer[7] disclosed that high school students tend to join about two organizations under school control to one outside. If this combination can be adapted to existing practices in Massachusetts high schools, the evident and logical assumption would be that this classification of extra-curricular activities is quite generally concerned with outside agencies, as the reported data is indicative that the larger percentages of the schools tend to spend considerable time on nationally organized activities in comparison with those controlled and under the surveillance of the school authorities.

8/ William C. Searle and George Van Dyke, Non-Athletic Extra-Curricular Activities, op. cit., p. 60.

7/ Fred C. Ayer, Pupil Participation in Extra-Curricular Activities in the High Schools of Several Cities and Centers, National Society for the Study of Education, Twenty-First Yearbook, Part II, Extra-Curricular Activities, 1922, p. 80.

The 101-300 classification also indicates the supremacy of national organizations from a criterion of greatest amount of time spent in hours of median participation. Generally, the boy scouts, girl reserves, and girl scouts are participated in two hours by pupils in 32 per cent of the schools. The dance club and the leaders club are the only school controlled organizations spending a median two hours of pupil participation.

Table 11. Percentage Distribution of 160 Schools of various enrollment classifications showing the hours per week per participant spent in the Social Moral Activities.

Kinds of Social Moral Organizations	ENROLLMENT GROUPS																					
	100 and fewer					101-300					301-750					751-2000					2000 and greater	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2
Girl Reserves						3	7					4				2	6					
Hi-Y Club						3					7					4	11				27	9
Boy Scouts		25				7	13	7			2	11	7			2	6	2				
Girl Scouts	25					17	12				4	9	2			2	6	2				
Social						7					4					4						
Dance						3	7				9	3				11		2				
Leaders							7				13					9	6	2			9	
College											3											
Hostess		25				7					4					6					9	
4-H Club						3					2				2	2						
Tri Hi Club											2					6						9
Guidance						3																
Program						3																
Junior Improvement	25										2											
Torch											2											
Outing																						
Girls League						3															9	

The 101-500 classification also indicates the supremacy of national organizations from a criterion of greatest amount of time spent in hours of median participation. Generally, the boy scouts, girl reserves, and girl scouts are participated in two hours by pupils in 32 per cent of the schools. The dance club and the Indians club are the only national controlled organizations spending a median two hours of pupil participation.

Table 11. Percentage distribution of 150 schools of various enrollment classifications showing the hours per week per participant spent in the Social Moral Activities.

| Kinds of Social Moral Organizations | Enrollment Centers | | |

Table 11 (concluded)

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2
Pep Club											2											
Bi-Y Club																	2					
Girls Club																					18	
Varsity Club																					9	

The 301-750 and 751-2000 groups are fairly comparable in time spent and percentages of schools reporting such time spent. Boy Scouts and Girl Scouts participated in approximately three hours per week per pupil in both groups in a comparable per cent of schools. In the larger group, the dance club and social club receive a three hour emphasis though only a small percentage of schools in the 301-750 group support these clubs, and only for one hour. The greatest single percentage of schools found in the 301-750 classification is in support of the boy scout program two hours per week per pupil by 11 per cent of the schools.

In the 751-2000 group, the two greatest percentages are in support of the Hi-Y club by 11 per cent of the schools for two hours, and the social club for one hour.

The greatest ranges for both boy and girl participants occur in the leaders club from 12 to 200, boy and girl scouts, social club, dance club, which seem to have approximate memberships of 100 students.

The pep club is composed of a large number of students in most instances, the range indicating the largest number

Table 11 (concluded)

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2
Pep Club											2											
Hi-Y Club																	2					
Girls Club																					18	
Varsity Club																					9	

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The greatest ranges for both boy and girl participants occur in the leaders club from 12 to 200, boy and girl scouts, social club, dance club, which seem to have approximate membership of 100 students.

The pep club is composed of a large number of students in most instances, the range indicating the largest number

of students in any club or organization in this classification.

There are existent many small organizations which function with a small median number of participants and represent very small ranges, as the guidance club, 4-H club, Tri-Hi club, torch club, Bi-Y club, indicating extremely varied kinds of organizations from a participation comparison.

The 2000 and greater group divulges the greatest percentage of schools supporting the girl reserves by one hour per week per pupil in 27 per cent of the schools, nine per cent maintaining this organization for two hours per week. Nine per cent maintain the 4-H club for two hours, though Girl Scouts and Junior Improvement only receive a one hour emphasis.

CHAPTER V

MUSICAL EXTRA-CURRICULUM ACTIVITIES

21. General Interpretations of Musical Extra-Curriculum Activities

Accepted Values.--Music has retained its position of human appeal throughout the ages, in all lands, peoples and groups, though varying in its accepted forms to some extent. Appreciations of music have been largely local and periodic, though modern critics have established a fairly specific criterion and developed a more or less national appreciation of given types of musical accomplishment.

What is the relation of musical activities to the public school? Should music be accepted as an extra-curriculum activity? Should it be "curricularized?" Theoretically, we have reached no universal agreement, though authorities have quite definitely claimed certain specific values of musical activities.

McKown[1/] has asserted that the school does have an obligation to offer music to the school population. "School music helps to discover and develop the talent which many students have, but which, for lack of encouragement or opportunity for its expression never develops." McKown does not attempt to

1/ Harry C. McKown, Extra-Curricular Activities, op. cit. p.138.

offer the actual sphere in which these musical activities shall function. He does not place them in any definite sphere from a technical extra-curriculum interpretation.

"The second main value of music is in its cultural and broadening influence on young people. The student already enjoys music of some sort, and to teach him to enjoy and understand the better music is a purpose well worth serving." The differentiation musically, between the better and the undesirable is not an issue for this approach. Actually, it should not be educationally. Student participation should not be so artificially directed in this type of activity. In consideration of the claimed values of musical organizations as illustrated by Koos[2/] in his report of the conclusions of the Commission on the Reorganization of Secondary Education, music may be justified in any of its forms, regardless of social propriety.

(1) Its aesthetic nature and value.

(2) Its value as a socializing force.

(3) Its value in worthy use of leisure.

(4) Its value as a vocational subject.

Examination of the above justifications of school musical programs, in no way segregates the types, or in what manner the instrumentalists, vocalists or students apply themselves.

Koos believes the greatest function of musical activities

2/ Leonard V. Koos, The American Secondary School, Ginn and Company, Boston, 1927, p. 495.

offer the actual sphere in which these musical activities small function. He does not place them in any definite sphere from a technical or pre-curriculum interpretation.

"The second main value of music is in its cultured and broadening influence on young people. The student already enjoys music of some sort, and to teach him to enjoy and understand the better music is a purpose well worth serving." The differentiation musically, between the better and the unmusical is not an issue for this approach. Actually, it should not be educationally. Student participation should not be so artificially directed in this type of activity. In consideration of the claimed values of musical organizations as illustrated by Koos[3] in his report of the conclusions of the Commission on the Reorganization of Secondary Education, music may be justified in any of its forms, regardless of social propriety.

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Examination of the above justifications of school musical programs, in no way segregates the types, or in what manner the instrumentalists, vocalists or students apply themselves.

Koos believes the greatest function of musical activities

3/ Leonard V. Koos, The American Secondary School, Ginn and Company, Boston, 1927, p. 486.

is the recreational factor, though he asserts the three main functions as "exploration for guidance," "recognition of individual differences," and "recognition of adolescent characteristics." In contrast, Fremmer[3/] distinguishes between curricular and extra-curricular musical organizations.

> "Certain phases provide for the orderly growth in powers of emotion, skills, and comprehension and may logically find a place in the curriculum." "Other musical activities are so purely social in objective that they are unquestionably extra-curricular."

The conclusions drawn from Fremmer's treatise may be advanced as follows in relation to her educational implications. Obviously, more skills, technical appreciations and knowledges exist in the more highly specialized types of school musical organizations. For this reason, certain administrative procedures must be imposed to guarantee the maximum values to the pupil. If this becomes apparent, the organization tends to become curriculum in content and method.

22. Kinds of Musical Organizations Maintained

Relation of Type of School Organization to Kinds of Musical Activities.--Table 12 indicates the supremacy of a few kinds of musical organizations in all the schools. There is a tendency for the junior high schools to support more of the easier kinds of musical activities, in comparison to other types which support the more specialized kind of organizations.

3/ Mable Fremmer, Extra-Curricular Activities in Music, Education, October, 1935, V. 56, No. 2, p. 97.

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3/ Mable Fremmer, <u>Extra-Curricular Activities in Music</u>, Education, October, 1935, V. 56, No. 2, p. 97.

Table 12. A distribution of 160 schools according to organizational types, showing the kinds of activities maintained and the percentages of schools in each classification maintaining one or more.

Kinds of Musical Organizations	TYPES OF SCHOOL ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
Boys' Glee Club	11	21	13	62	20	34	8	29	52	32
Girls' Glee Club	16	30	13	62	28	48	11	39	68	42
Glee Club	7	13	7	33	21	36	7	25	42	26
Choral Club	3	6	6	29	11	19	7	25	27	17
Boys' Band	1	2	5	24	10	17	3	11	19	12
Band	12	23	11	52	19	33	6	21	48	30
Boys' Orchestra	19	36	20	95	37	64	17	61	93	56
Girls' Orchestra	20	38	20	95	37	64	17	61	94	58
Music Club	2	4	2	10	2	3	1	4	7	4
Dance Orchestra	4	8	1	5	10	17	2	7	17	12
Drum Corps	4	8	0	-	3	5	0	-	7	4
Bugle Corps	3	6	2	10	2	3	0	-	7	4
Harmonica Club	7	13	1	5	0	-	0	-	8	5
Hill Billies	1	2	2	10	3	5	1	4	7	4
Orchestra	10	19	5	24	20	34	7	25	42	26

The vocal clubs, i.e., boys' glee club, girls' glee club, mixed glee club, and choral club are supported by less than a third of the junior high schools, yet function to a much higher degree in all other types. In all types, the vocal clubs reveal the highest percentages in the boys' and girls' glee clubs, separately, the choral club and mixed glee club supported by less than one-third of the total number of schools.

Boys' bands are weak in the junior high schools, supported approximately by one-fourth of the senior high schools, and by less than 20 per cent of the four-year and six-year schools.

Table 12. A distribution of 100 schools according to organizational types, showing the kinds of activities maintained and the percentages of schools in each classification maintaining one or more.

Kinds of Musical Organizations	Types of School Organizations								Total	
	Junior		Senior		4-Year		6-Year			
Boys' Glee Club	11	21	13	62	30	44	6	28	58	32
Girls' Glee Club	16	30	13	62	29	42	11	39	68	42
Glee Club	7	13	7	33	21	28	7	28	42	26
Choral Club	3	6	6	29	11	16	7	28	27	17
Boys' Band	1	2	5	24	10	17	3	11	19	12
Band	12	23	11	52	19	33	6	24	48	30
Boys' Orchestra	19	36	20	95	37	64	17	61	93	58
Girls' Orchestra	20	38	20	95	37	64	17	61	94	58
Music Club	2	4	2	10	2	3	1	4	7	4
Dance Orchestra	4	8	1	5	10	17	3	7	17	10
Drum Corps	4	8	0	-	2	3	0	-	7	4
Fife Corps	3	6	2	10	2	3	0	-	7	4
Harmonica Club	7	13	1	5	0	-	0	-	8	5
Mill William	1	2	2	10	3	5	1	4	7	4
Orchestra	10	19	5	24	20	34	7	28	42	26

The vocal clubs, i.e., boys' glee club, girls' glee club, mixed glee club, and choral club are supported by less than a third of the junior high schools, yet function to a much higher degree in all other types. In all types, the vocal clubs receive the highest percentages in the boys' and girls' glee clubs, generally, the choral club and mixed glee club supported by less than one-third of the total number of schools.

Boys' bands are seen in the junior high schools, supported approximately by one-fourth of the senior high schools, and by less than 20 per cent of the four-year and six-year schools.

In total boys' bands function in only 12 per cent of the schools.

Approximately one-fourth of the junior high schools and the six-year schools support bands, over one-half of the senior high schools maintaining bands, and the four-year schools supporting them by a third of their number.

Separate orchestras for boys and girls are comparable in each group with the senior high schools supporting them by 95 per cent. Sixty-four per cent of the four-year schools and in 61 of the six-year schools, the junior high schools exceptionally weak with only a slight percentage above a third for both kinds of organizations. Fifty-six per cent of all the schools maintain a boys' orchestra and 58 per cent maintain a girls' orchestra.

Music clubs, varying in their content methods from appreciation studies, instrument studies, technicalities of musical construction, history and general theory, are poorly supported throughout.

All types of schools, excepting the senior high schools, maintain by less than five per cent of their respective numbers, this organization. Ten per cent of the senior high schools support music clubs, though the total per cent of all schools is only four.

Dance orchestras are weak in all types of schools, excepting those supported in all by less than 15 per cent, though the four-year schools which support this organization by 17

in total boys' bands function in only 12 per cent of the schools.

Approximately one-fourth of the junior high schools and the six-year schools support bands, over one-half of the senior high schools maintaining bands, and the four-year schools supporting them by a third of their number.

Separate orchestras for boys and girls are comparable in each group with the senior high schools supporting them by 55 per cent. Sixty-four per cent of the four-year schools and in 61 of the six-year schools, the junior high schools exceptionally weak with only a slight percentage above a third for both kinds of organizations. Fifty-six per cent of all the schools maintain a boys' orchestra and 58 per cent maintain a girls' orchestra.

Music clubs, varying in their content methods from appreciation studies, instrument studies, technicalities of musical construction, history and general theory, are poorly supported throughout.

All types of schools, excepting the senior high schools, maintain by less than five per cent of their respective members, this organization. Ten per cent of the senior high schools support music clubs, though the total per cent of all schools is only four.

Dance orchestras are weak in all types of schools, excepting those supported in all by less than 12 per cent, though the four-year schools which support this organization by 17

per cent of their number.

Drum and bugle corps function in less than 10 per cent of all the schools, though they are most prominent in the junior high schools, the logical reason of this superiority, is due to the simplicity and exploratory execution, learning and values of this type of musical endeavour.

The harmonica club is definitely prominent in the junior high schools, maintained by 13 per cent of the schools, ignored in the four-year and six-year schools, and supported by only five per cent of the senior high schools.

The mixed orchestra tends to be fairly constant in all types of schools, approximating 25 per cent support in all, though reaching a maximum of 34 per cent support in the four-year type.

The hill billies are a novice, no doubt, yet flourishing in the senior high schools by 10 per cent, in comparison to the less than five per cent support in all other types of schools.

23. Comparison of Boy and Girl Participation in Musical Activities

<u>The Superiority of a Few Organizations in Terms of Greatest Numbers of Participants</u>.--Examination of the data presented in Figure 11 reveals the extremely large number of participants, both boys and girls, in the glee clubs, choral clubs, and mixed glee clubs, from a consideration of greatest ranges. Considering the greatest medians, there is evident the superiority of

per cent of their number.

Opera and bugle corps function in less than 10 per cent of all the schools, though they are most prominent in the junior high schools, the logical reason of this superiority is due to the simplicity and exploratory execution, learning and values of this type of musical endeavour.

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The mixed orchestra tends to be rarity constant in all types of schools, approximating 20 per cent support in all, though reaching a maximum of 24 per cent support in the four-year type.

The band bugles are a novice, no doubt, yet flourishing in the senior high schools by 10 per cent, in comparison to the less than five per cent support in all other types of schools.

23. Comparison of Boy and Girl Participation in Musical Activities

<u>The superiority of a few organizations in terms of greatest-est Numbers of Participants</u>.--Examination of the data presented in Figure 11 reveals the extremely large number of participants, both boys and girls, in the glee clubs, choral clubs, and mixed glee clubs. From a consideration of greatest ranges. Considering the greatest medians, there is evident the superiority of

the girls' glee club, choral clubs, [medians equal for both boys and girls,] boys' band and boys' glee club. Compared with the average membership disclosed by Reavis and Van Dyke[4/] of 58.2, the grand median for this type of extra-curriculum activity as revealed in this study is 20.

The logical assumption gained from Figure 11 is that vocal organizations allow for greater memberships than do instrumental activities, illustrated in the higher medians and greater ranges in such choral organizations.

In reference to Table 12, there is the conclusion that the superiority of given kinds of exploratory musical activities also recruit very small memberships, especially in the junior high school where there is evident these kinds of organizations.

Comparison of Boy and Girl Participation in terms of Medians and Greatest Ranges.--In total medians, the girls exceed the boys by five, being 25, which is four less than the median arrived at by Reavis and Van Dyke[5/] for girls, and eight less than the median for boys.

Generally, the choral organization medians are higher for girls, though the ranges for boys and girls is fairly comparable.

In instrumental organizations, the girls' orchestra is

4/ Reavis and Van Dyke, Non-Athletic Extra-Curriculum Activities, op. cit. p. 95.

5/ _____, ibid, p. 96.

the girls' glee club, choral clubs, [medians equal for both boys and girls] boys' band and boys' glee club. Compared with the average membership disclosed by Seavis and Van Dyke[4] of 38.2, the grand median for this type of extra-curriculum activity as revealed in this study is 20.

The logical assumption gained from Figure 11 is that vocal organizations allow for greater membership than do instrumental activities, illustrated in the higher medians and greater ranges in such choral organizations.

In reference to Table 12, there is the confirmation that the superiority of given kinds of exploratory medical activities also results very small membership, especially in the junior high school where there is evidently these kinds of organizations.

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In instrumental organizations, the girls' membership is

[4] Seavis and Van Dyke, Non-Athletic extra-curriculum activities, op. cit. p. 95.

[5] _____, Ibid, p. 96.

second only to the boys' band, with medians of 30 and 40, respectively.

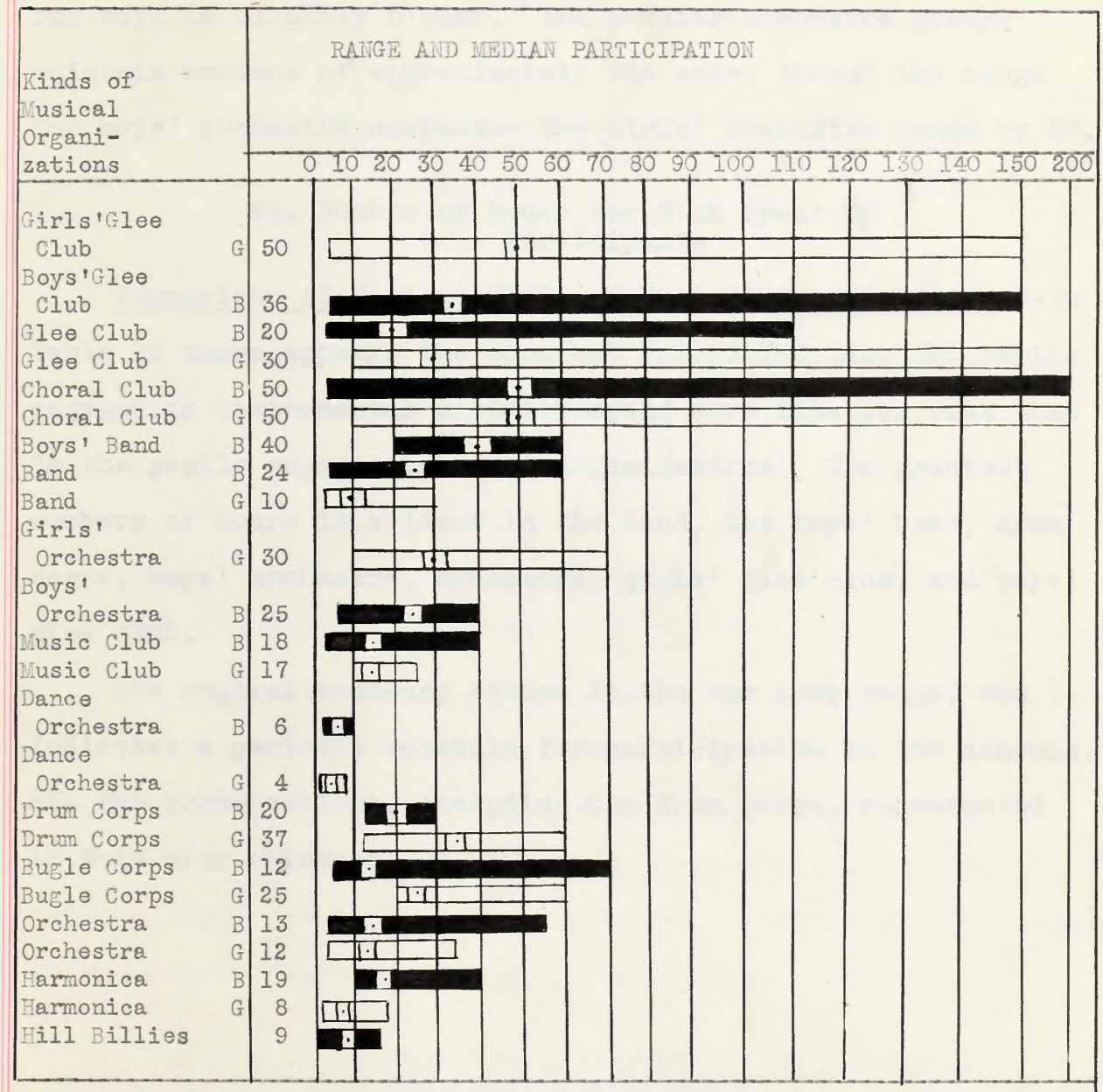

Figure 11. Range and Median Numbers of Boy and Girl Participants in Musical Extra-Curriculum Activities.

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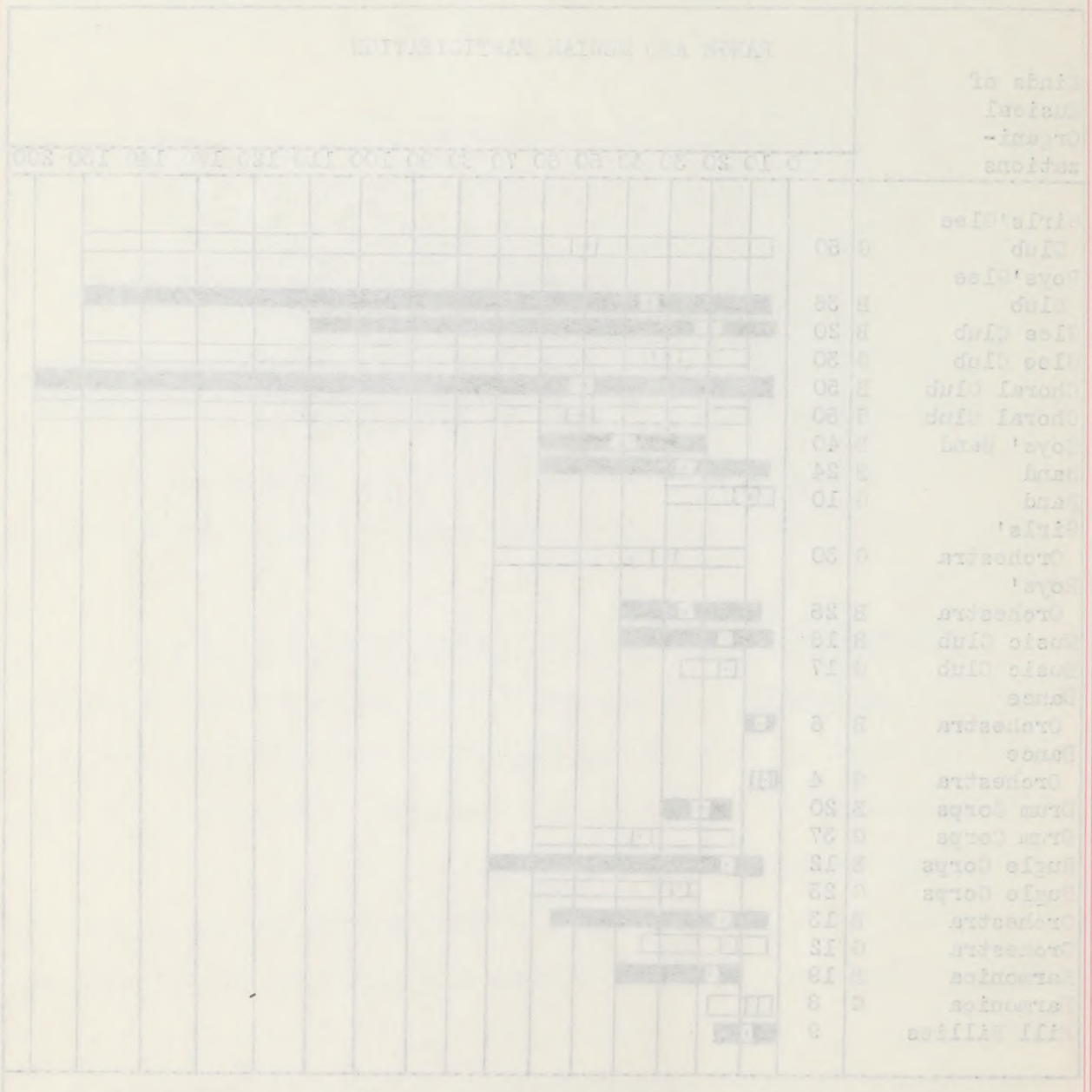

Figure 11. Range and Median Numbers of Boys and Girls Participants in Musical Extra-Curriculum Activities.

The drum corps median for girls is above the boy participant median in the same organization by 17. The mixed orchestra possesses approximately the same medians, though the range for boys is slightly higher. The secular orchestra groups maintain medians of approximately the same, though the range for boys' orchestra surpasses the girls' orchestra range by 20.

24. Number of Hours Per Week Spent by Participants

Comparison of Various Kinds of Musical Organizations.--In Table 12 there appears the apparent conclusion that the pupils engaged in instrumental activity spend more time per week than do the pupils engaged in vocal organizations. The greatest numbers of hours is evident in the band, the boys' band, drum corps, boys' orchestra, orchestra, girls' glee club, and boys' glee club.

The central tendency occurs in the one hour range, and indicates a periodic schedule for participation in the schools, all the organizations, excepting the drum corps, represented in this time allotment.

The drum corps median for girls is above the boy participant median in the same organization by 17. The mixed orchestra possesses approximately the same medians, though the range for boys is slightly higher. The regular orchestra groups maintain medians of approximately the same, though the range for boys' orchestra surpasses the girls' orchestra range by 20.

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The central tendency occurs in the one hour range, and indicates a periodic schedule for participation in the schools, all the organizations, excepting the drum corps, represented in this time allotment.

Table 13. Distribution of 160 Schools showing the number of Hours per Week per Participant.

Kinds of Musical Organizations	NUMBER OF HOURS									
	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Boys' Glee Club	2	25	-	4	-	-	1	-	-	-
Girls' Glee Club	-	30	1	10	-	-	1	-	-	-
Glee Club	2	21	-	4	-	-	-	-	-	-
Choral Club	4	14	1	2	-	-	-	-	-	-
Boys' Band	1	2	-	-	-	2	-	1	-	-
Band	-	14	3	9	-	1	1	1	-	1
Boys' Orchestra	-	2	-	1	-	1	1	-	-	-
Music Club	-	1	-	1	-	1	1	-	-	-
Girls' Orchestra	1	4	-	-	-	-	-	-	-	-
Dance Orchestra	-	4	1	2	-	-	-	-	-	-
Drum Corps	-	-	-	1	-	-	-	1	-	-
Bugle Corps	-	1	-	1	-	-	-	-	-	-
Harmonica	-	2	-	1	-	-	-	-	-	-
Hill Billies	-	1	-	-	-	-	-	-	-	-
Orchestra	1	35	4	17	-	3	-	1	-	-

The greatest percentage of schools supporting any organizations in a given time classification is the mixed orchestra, 35 per cent offering one hour per pupil per week.

A tendency is evident to spend only whole hours, rather than any fraction thereof, though a large percentage of schools do have divisional periods for participation.

25. Number of Years Various Musical Organizations Have Been Maintained

Comparison by Enrollment Groupings.--Table 14 reveals that in the 100 and fewer group the largest percentages occur in the fewer than three years, and between six and nine years.

Table 13. Distribution of 100 schools showing the number of hours per week per participant.

Kinds of musical organizations	Number of hours										
	½	1	1½	2	2½	3	3½	4	4½	5
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Boys' Glee Club	2	25	-	4	-	-	1	-	-	-
Girls' Glee Club	-	30	1	10	-	-	1	-	-	-
Glee Club	8	21	-	4	-	-	-	-	-	-
Choral Club	4	14	1	2	-	-	-	-	-	-
Boys' Band	1	3	-	-	-	3	-	1	-	-
Band	-	14	3	9	-	4	1	1	-	1
Boys' Orchestra	-	2	-	1	-	1	1	-	-	-
Swing Club	-	1	-	1	-	1	1	-	-	-
Girls' Orchestra	1	4	-	-	-	-	-	-	-	-
Combo Orchestra	-	4	1	3	-	-	-	-	-	-
Drum Corps	-	-	-	1	-	-	-	1	-	-
Single Voice	-	1	-	1	-	-	-	-	-	-
Ensembles	-	3	-	1	-	-	-	-	-	-
Mixed Choruses	-	1	-	-	-	-	-	-	-	-
Dramatics	1	35	4	17	-	5	-	1	-	-

The greatest percentage of schools supporting any organizations in a given time classification is the mixed orchestra, 35 per week offering one hour per pupil per week.

A tendency is evident to spend only whole hours, rather than any fraction thereof, though a large percentage of schools do have divisional periods for participation.

35. Number of Years Various Musical Organizations Have Been Maintained

Longevity by Department Groupings.--Table 14 reveals that in the 100 and fewer group the largest percentages occur in the fewer than three years, and between six and nine years.

Table 14. Distribution of 160 Schools of Various Enrollment Groupings Showing Percentages of Schools that have Maintained Musical Organizations for a given number of years.

Enrollment Groups	100 and Fewer					101-300					301-750				
	Fewer than 3	3/6	6/9	9/12	More than 12	Fewer than 3	3/6	6/9	9/12	More than 12	Fewer than 3	3/6	6/9	9/12	More than 12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Girls' Glee Club	9			18		11	4	2	2	4	10	7	2	10	5
Boys' Glee Club	9		9			5	2	2	2	2	16	5	5	3	2
Glee Club			9		9	6	4	2	4	4	15	2			
Choral Club				9		2					7	3	2		
Boys' Band													2		
Band	9					6	4	2	4		14	7	5		
Girls' Orchestra														2	2
Boys' Orchestra									2	2				2	2
Music Club	9														
Dance Orchestra				4		4			2		7	3			
Drum Corps											8				
Bugle Corps											2				
Harmonica		9									5	2			
Orchestra			18			8	13	2	8	6	7	10	14	17	12
Hill Billies						4					2	2			

Table 14. Distribution of 100 students of various Enrollments through Showing Percents as of Schools that have maintained Musical Organizations for a given number of years.

Enrollment Groups	100 and Fewer				101-300				301-750			
	Fewer than 3	3 to 5	5 to 12	More than 12	Fewer than 3	3 to 5	5 to 12	More than 12	Fewer than 3	3 to 5	5 to 12	More than 12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Girls' Glee Club	3			18		11	4	2	2	4	7	2	10	8
Boys' Glee Club	3		9			6	3	2	2	2	5	5	3	2
Glee Club			9		9	6	4	2	4	4	12			
Choral Club				8		2					7	2		
Boys' Band												3		
Band	3					5	4	2	4		14	7		
Girls' Orchestra													3	2
Boys' Orchestra									2	2			3	2
Music Club	3													
Dance Orchestra				4		4			2			5		
Drum Corps											7			
Bugle Corps											8			
Harmonica		3									2			
Orchestra			18			8	18	2	6	3	7	10	14	17	12
Mill Fiddles						4					2	2		

Table 14 (concluded)

Enrollment Groups	751-2000					2000 and Greater				
	Fewer than 3	3/6	6/9	9/12	More than 12	Fewer than 3	3/6	6/9	9/12	More than 12
	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)
Girls' Glee Club	11	11	5	5	5	5				12
Boys' Glee Club	5	2	5	5	5	37	12			12
Glee Club	7	5	5	13	5	37		12	12	
Choral Club	3	11		3	5	75				12
Boys' Band	2	8		3			25	13	12	12
Band	5	27	3	11	3	12				12
Girls' Orchestra	3	3				12				12
Boys' Orchestra		3		3		12				12
Music Club	2	3				12				
Dance Orchestra	3									
Drum Corps	3		5							
Bugle Corps	5	3	3							
Harmonica	5	3								
Orchestra	3	5	13	19	19	25		12	12	25
Hill Billies	3			3		12				

In the 101-300 group, the largest percentages are evident in the division from three to six years. In the 301-750 classification reveals a more equal distribution though the two most comparable year groups are much less in actual percentages of schools supporting in the three to six years and the nine to 12 years than is the fewer than three grouping. The 751-2000 group is fairly generally constant in all of the years that such musical organizations have been maintained, though the three to six-year group is the highest. The 2000 and greater division obviously represents a small number of years that all musical organizations have been maintained, the fewer than

Table 14 (concluded)

Enrollment Groups	751-2000					2000 and Greater				
	Fewer than 3	3/6	6/9	9/12	More than 12	Fewer than 3	3/6	6/9	9/12	More than 12
	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)
Girls' Glee Club	11	11	6	5	5	5				12
Boys' Glee Club	6	2	6	6	5	37	12			12
Glee Club	7	5	5	13	6	37		12	12	
Choral Club	3	11		3	5	75				12
Boys' Band	2	3		3			25	13	12	12
Band	6	27	3	11	3	12				12
Girls' Orchestra	3	3				12				12
Boys' Orchestra		3		3		12				12
Music Club	2	3				12				
Dance Orchestra	3									
Drum Corps	3		5							
Bugle Corps	5	3	3							
Harmonica	5	3								
Orchestra	3	5	13	19	19	25		12	12	25
Hill Billies	3			3		12				

three vastly greater in percentage distribution. The more than 12 year class is also extremely high, indicating that the large schools that have maintained activities have supported them either a long period of time or an extremely short period.

CHAPTER VI

JOURNALISTIC EXTRA-CURRICULUM ACTIVITIES

26. Analyses of Literature

Basic Considerations of Journalistic Activities.--School publications have been existing for a number of years throughout Massachusetts High Schools. The varying kinds of such journalistic endeavours have existed throughout the periods of educational history with divergent degrees of importance. The school newspaper, handbook, magazine, and other periodicals tend to have been accepted in some schools and ignored in others. Through the years, it seems evident that the school newspaper has been the most popular and consistent type of journalistic effort. The present investigation reveals a comparative and relative interpretation of such varying emphases of the different kinds of such journalistic organizations in the 160 schools studied intensively in this particular type of extra-curriculum activity.

Justification of Journalistic Activities.--There are many apparent desirable features of the support of school publications. Fretwell[1/] lists some worthwhile general values which undoubtedly exist if the activities are properly administered.

1/ Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, Houghton Mifflin, 1931, p. 299.

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Justification of Journalistic Activities.--There are many apparent desirable features of the support of school publications. Trotwell[1] lists some worthwhile general values which undoubtedly exist if the activities are properly administered.

[1] Albert R. Trotwell, Extra-Curricular Activities in Secondary Schools, Houghton Mifflin, 1931, p. 220.

"The publishing of the news of the school makes for a common basis of knowledge among its members." "Publications assist in interpreting the school to itself." "Publications interpret the school to the public." "Pupils learn to write." "Pupils develop desirable citizenship habits."

"A constant theme of this book on extra-curricular activities is that pupils should have the educative experience of sharing in making school regulations. Likewise, the idea is often repeated that education should take place in advance of legislation. The producing of a handbook offers a rare opportunity."

The very fact that English has become a major emphasis in the schools allows journalistic extra-curriculum activities an enormous opportunity to render vital assistance to creative and valuable correlative composition, essay, or any type of creation in the English field.

Regardless of the actual kind of student publication, McKown[2/] lists several applicable values which may be ascribed to the entire field of school publications and journalistic organizations.

(1) They unify the school and foster school spirit.
(2) They encourage desirable school enterprises and activities.
(3) They mould and influence public opinion.
(4) They give authentic news of the school to students, parents, patrons and other schools.
(5) They serve as a medium of expression of student opinion.
(6) They give opportunity for self-expression and creative work.
(7) They develop qualities of cooperation, tact, accuracy, tolerance, responsibility and leadership.
(8) They foster cordial relations between schools.
(9) They record the history of the school.
(10) They advertise the school.

2/ Harry C. McKown, Extra-Curricular Activities, MacMillan, 1927, p. 294.

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Regardless of the actual kind of student publication, Brown[3] lists several applicable values which may be applied to the entire field of school publications and journalistic organizations.

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(8) They foster cordial relations between schools.
(9) They record the history of the school.
(10) They advertise the school.

3/ Harry C. Brown, Extra-Curricular Activities, Macmillan, 1927, p. 204.

The actual distinction as presented by McKown in regard to the separate functions of the more important school publications may be described as follows:

Newspaper.....To publish news
Yearbook .....To record history
Handbook .....To supply information
Magazine .....To present literature

Foster[3/] is quite emphatic in his commendation of publications and the accompanying values inherent in such organizations.

> "While it is not intended to overemphasize the news value of high school publications, it should be recognized at the same time that such a value does exist, and that a high school which failing to make use of this opportunity is neglecting one of the most valuable points of student contact."

> "Of equal importance to the school is the opportunity afforded by school publications for the interchange of ideas and the expression of student opinion in their columns."

> "School Publications, rightly conducted, tend to interest the student in the production of literary work."

The previous writer also mentions, as do the majority of the authorities, the advertising value of publications on the parents and other members of the community. Bowmar[4/] in an educational periodical devoted to extra-curriculum activities, exhibits a typical Fretwellian attitude, practically supporting the previous claimed values of journalistic activities.

3/ Charles Foster, Extra-Curricular Activities in the High School, Johnson Publishing Company, 1925, p. 147.

4/ Thomas W. Bowmar, School Publications, Education, V. 56, No. 2, October, 1935, p. 86.

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3/ Charles Foster, Extra-Curricular Activities in the High School, Johnson Publishing Company, 1925, p. 147.

4/ Thomas W. Bowman, School Publications, Education, V. 50, No. 2, October, 1929, p. 88.

Generally, the concluding assumption seems to be that a fairly common agreement exists in the estimates of extra-curriculum authorities as to the relative merits of journalistic activities.

The criterion by which the success or failure of these organizations may be evaluated becomes a constant variable. Localized policies and practices definitely prohibit anything more than general features of such activities and their administrative implications. The lack of definite agreement as to the administration of the entire extra-curriculum program hinders any too specific administrative conclusions as to journalistic activities.

27. Kinds of Publications and Journalistic Organizations Maintained

Relation of the Types of School Organization to Kinds of Activities Maintained.--The investigation disclosed the prominence of the school yearbook in 160 schools as indicated in Table 15.

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XV. Kinds of Publications and Journalistic Organizations Maintained

Relation of the Types of School Organization to Kinds of Activities Maintained.--The investigation disclosed the prominence of the school yearbook in 160 schools as indicated in Table 16.

Table 15. Percentage distribution of 160 schools, classified according to types of organization, the kinds of publications and journalistic activities maintained. a.

Kinds of Journalistic Organizations	TYPES OF SCHOOL ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Journalism Club	12	23	3	14	-	-	-	-	15	9
Press Club	6	11	-	-	2	3	1	4	9	5
Monthly Paper	8	15	5	24	13	22	7	25	33	20
Yearbook	12	23	13	62	22	38	10	36	57	35
Handbook	-	-	3	14	6	10	1	4	10	6
Directory	-	-	-	-	1	2	-	-	1	1
Bi-Weekly	2	4	3	14	7	12	4	14	16	10
Weekly	-	-	2	10	4	7	-	-	6	4
Writer's Club	3	6	-	-	1	2	-	-	4	2
Semi-Annual	2	4	1	5	2	3	-	-	5	3
School Magazine	5	9	1	5	3	5	2	7	11	7
Local Reporting	2	4	-	-	3	5	-	-	5	3
Bi-Monthly	2	4	-	-	3	5	1	4	6	4
Quarterly Magazine	2	4	4	19	4	7	2	7	12	7
Newspaper Quarterly	-	-	-	-	2	3	-	-	2	1

a. Percentages based on numbers of schools in each classification.

Thirty-five per cent of the total schools maintain yearbook publications. Twenty per cent support a monthly paper. The third most popular kind of publication is the bi-weekly, supported by 10 per cent. The journalism club, often times responsible for a specific publication, ranks fourth with nine per cent of the schools offering such an organization.

The other organizations ranging down to one per cent, are not particularly significant, though are of more importance

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	Junior		Senior		4-Year		6-Year			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Journalism Club	12	25	3	14	-	-	-	-	15	9
Press Club	6	11	-	-	2	3	1	4	9	5
Monthly Paper	8	15	6	24	13	22	7	25	33	20
Yearbook	12	25	13	62	22	38	10	36	57	35
Handbook	-	-	3	14	6	10	1	4	10	6
Directory	-	-	-	-	1	2	-	-	1	1
Bi-Weekly	2	4	3	14	7	12	4	14	16	10
Weekly	-	-	2	10	4	7	-	-	6	4
Writer's Club	3	6	-	-	1	2	-	-	4	2
Semi-Annual	2	4	1	5	2	3	-	-	5	3
School Magazine	5	9	1	5	3	5	2	7	11	7
Local Reporting	2	4	-	-	3	5	-	-	5	3
Bi-Monthly	2	4	-	-	3	5	1	4	6	4
Quarterly Magazine	2	4	4	19	4	7	2	7	12	7
Newspaper Quarterly	-	-	-	-	2	3	-	-	2	1

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Thirty-five per cent of the total schools maintain yearbook publications. Twenty per cent support a monthly paper. The third most popular kind of publication is the bi-weekly, supported by 10 per cent. The journalism club, often times responsible for a specific publication, ranks fourth with nine per cent of the schools offering such an organization.

The other organizations ranging down to one per cent, are not particularly significant, though are of more importance

in the various organizational classifications. The journalism club is most frequent in the junior high school, 10 per cent greater than the senior high school and not supported in the other two types, though there exists the probability that data has been omitted.

The press club also has the highest percentage in the junior high schools, omitted in the senior high school, and extremely low percentages obvious in the other two types. The monthly paper is supported by the three other types of schools, excluding the junior high schools, by approximately one-fourth their total, the junior high schools a small 15 per cent maintenance.

The yearbook is supported by 62 per cent of the senior high schools, lowest percentage apparent in the junior high schools, and fairly constant in the other two types. The handbook suffers no maintenance in the junior high schools, and only a small percentage of the schools in the other types maintain such a publication. The directory seems poorly supported except by a small percentage in the four-year schools.

Bi-Weekly papers are all fairly constant in all three types of schools, excluding the junior high schools, with percentages greater than 10. The weekly papers seem most prominent in the senior high schools, and ignored in the junior high schools and supported by a small percentage in the four-year type. The writer's club is essentially a junior high school activity, though a small one. The semi-annual is fairly con-

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The press club also has the highest percentage in the junior high schools, omitted in the senior high school, and extremely low percentages obvious in the other two types. The monthly paper is supported by the three other types of schools, excluding the junior high schools, by approximately one-fourth their total, the junior high schools a small 15 per cent maintenance.

The yearbook is supported by 82 per cent of the senior high schools, lowest percentage apparent in the junior high schools, and fairly consistent in the other two types. The handbook suffers no maintenance in the junior high schools, and only a small percentage of the schools in the other types maintain such a publication. The directory seems poorly supported except by a small percentage in the four-year schools.

Bi-Weekly papers are all fairly consistent in all three types of schools, excluding the junior high schools, with percentages greater than 75. The weekly papers seem most prominent in the senior high schools, and ignored in the junior high schools and supported by a small percentage in the four-year type. The writer's club is essentially a junior high school activity, though a small one. The semi-annual is fairly con-

stant in the three groups, supported by approximately five per cent, though excluded in the six-year schools.

The magazine ranges in all the schools from five to nine, more or less evenly distributed. Local reporting to local papers seems another insignificant organization, and represents a disorganized condition. The bi-monthly paper functions in all three types excepting the senior high schools, approximating five per cent. The quarterly magazine apparently is weak in the schools excepting the senior high schools, supported by 19 per cent. The quarterly newspaper is also a very minor organization, supported by only three per cent of the four-year schools.

Comparison of Journalistic Activities with Other Types of Extra-Curriculum Activities Maintained.--The investigation disclosed that Journalistic Activities ranked third in frequency of maintenance in comparison with Athletics, first; and Musical, second. Seventy-nine per cent of the schools maintain some kind of journalistic organization.

In the lowest enrollment group, publications ranked a third with three other types of activities; debating and dramatics, student government, and surpassed by athletics and musical organizations. In the 101-300 group, publications rank still third, equal with debating and dramatics, and led by athletics and music. In the 301-750 group, publications ranked fifth in percentage of schools maintaining. The 750-2000 classification divulged publications as equally maintained

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with student government groups, and surpassed only by athletic activities. The largest schools retire publications to fifth tie with social-moral clubs. Generally they seem fairly well supported, though weak in many schools, but equally strong in others.

28. Student Participation in Journalistic Organizations

Boy and Girl Participation in the Various Kinds of Journalistic Activities.--The apparent conclusion drawn from Figure 12 indicates a fairly comparable range in the numbers of boy and girl participants, with the exception of the yearbook or annual, the range having a tremendous scope.

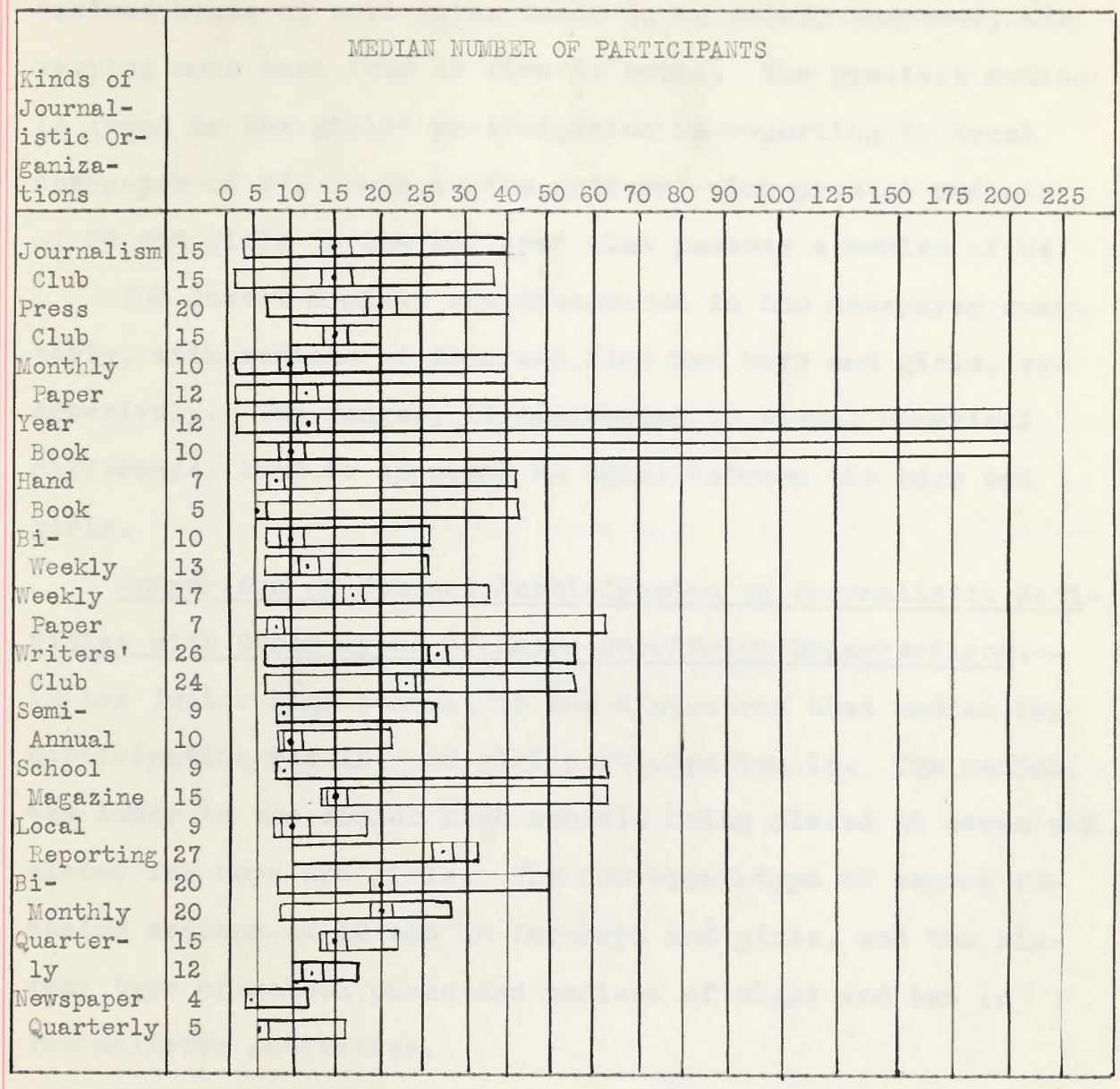

Figure 12. Range and Median Numbers of Boys and Girls Participating in the Various Kinds of Journalistic Activities.

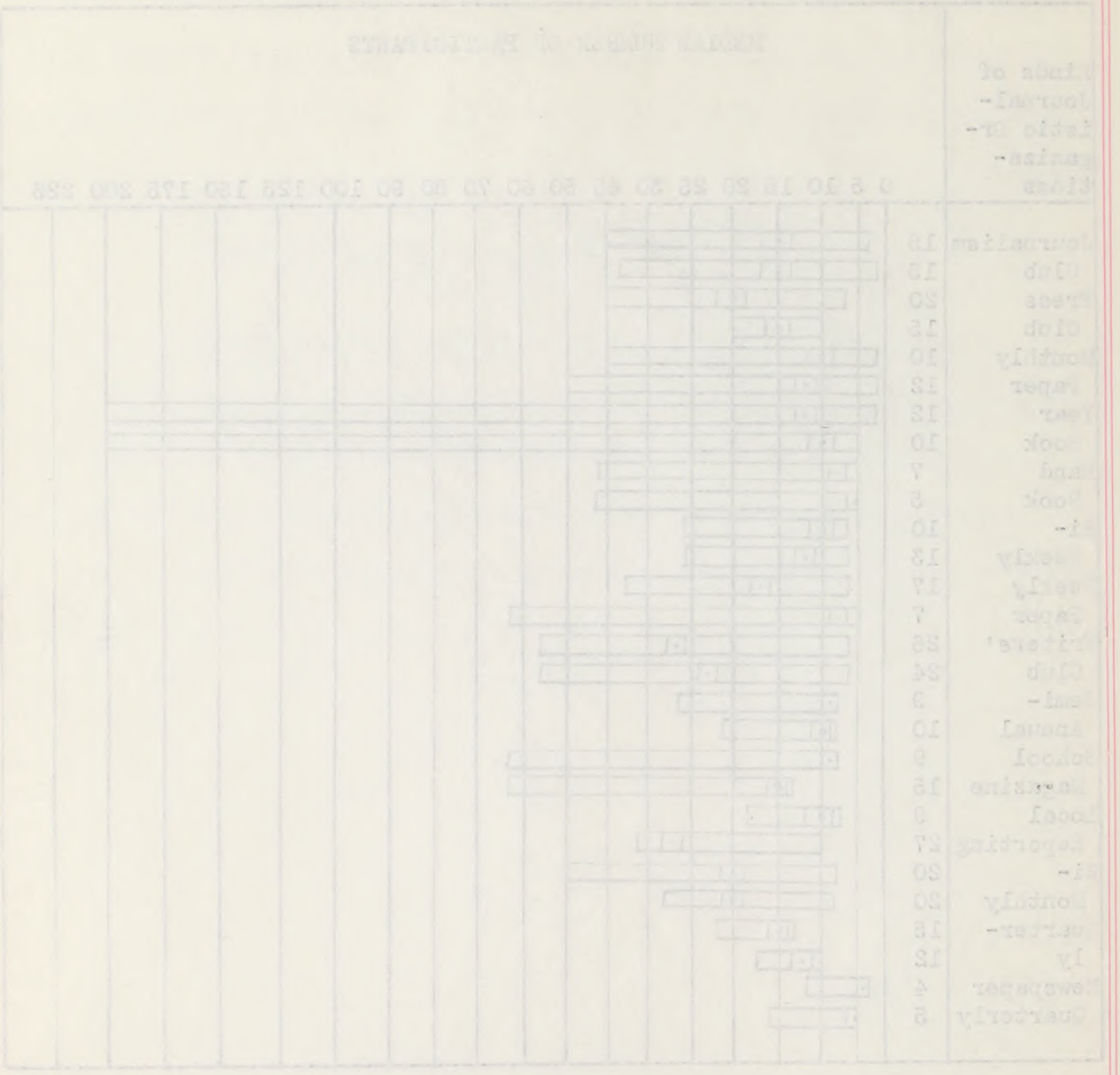

Figure 12. Range and Median Numbers of Boys and Girls Participating in the Various Kinds of Journalistic Activities.

A comparison of boy medians and girl medians in the various kinds of activities tends to be fairly constant, not varying more than four or five in total. The greatest median is found in the girls' participation in reporting to local newspaper of 27. Boys in the writers' club present medians of 26 and girls in the writers' club possess a median of 24.

The lowest medians are discovered in the newspaper quarterly, with medians of four and five for boys and girls, respectively. The ranges, if contrasted in actual numerical difference, tend to approach an equal between the boys and girls.

Comparison of Student Participation in Journalistic Activities with Other Types of Extra-Curriculum Organizations.--In the junior high school, it was discovered that median boy participation was 13, and girl participation 16. The median was lower in the senior high school, being placed at seven and eleven for boys and girls. The four-year type of school revealed medians of 12 and 16 for boys and girls, and the six-year type of school possessed medians of eight and ten in journalistic activities.

In grand medians, journalistic activities rank fifth in the junior high schools becoming smaller in actual student participations. In the senior high school, publications also are fifth according to numbers of participants. In the four-year type of school, the medians for participation are equal in subject-matter clubs and publications, creating a compara-

A comparison of boy medians and girl medians in the various kinds of activities tends to be fairly constant, not varying more than four or five in total. The greatest median is found in the girls' participation in reporting to local newspaper of 27. Boys in the writers' club present medians of 26 and girls in the writers' club possess a median of 24.

The lowest medians are discovered in the newspaper department, with medians of four and five for boys and girls, respectively. The ranges, if considered in actual numerical difference, tend to approach an equal between the boys and girls.

Comparison of Student Participation in Journalistic Activities with Other Types of Extra-Curriculum Organizations.--In the junior high school, it was discovered that median boy participation was 13, and girl participation 16. The median was lower in the senior high school, being placed at seven and eleven for boys and girls. The four-year type of school revealed medians of 12 and 16 for boys and girls, and the six-year type of school possessed medians of eight and ten in journalistic activities.

In grade medians, journalistic activities rank fifth in the junior high schools becoming similar in actual student participations. In the senior high school, publications also are fifth according to numbers of participants. In the four-year type of school, the medians for participation are equal in subject-matter clubs and publications, creating a comparis-

tive fifth placement according to greatest numbers of students participating. Athletics led in all the classifications, musical activities tend to become second in greatest median numbers, and musical clubs third. Student government organizations tend to surpass journalistic clubs in the junior and senior high school, though become much less in median participants in the four-year and six-year types of organization. Social-moral clubs possess fairly comparable medians except in the four-year schools, the girls' median being extremely high at 25. Debating and dramatic activities' medians are lower in every organizational type than journalistic organizations.

29. Actual Time Spent on Journalistic Activities

Comparison of Time Spent in the Various Kinds of Journalistic Activities.--The absence and omission of valid data fail to indicate any really significant conclusions as to actual number of hours spent by the schools.

Table 16. Percentage distribution of 160 schools showing the number of hours spent per pupil per week in journalistic activities.

Kinds of Journalistic Activities	NUMBER OF HOURS									
	½	1	1½	2	2½	3	3½	4	4½	5
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Journalism Club	1	6	1	1	-	-	-	-	-	-
Press Club	-	4	-	1	-	-	-	-	-	-
Monthly Paper	-	8	1	2	1	2	-	1	-	1
Yearbook	2	7	1	3	1	2	-	-	-	-
Handbook	1	2	1	-	-	-	-	-	-	-
Bi-Weekly Paper	-	2	-	2	-	-	-	1	-	-
Weekly Paper	-	1	-	-	-	1	-	-	-	-
Writer's Club	-	1	-	-	-	-	-	-	-	1
Semi-Annual	1	2	-	-	1	-	-	-	-	-
Magazine	-	2	-	1	-	-	-	-	-	-
Local Reporting	-	-	-	1	-	-	-	-	-	1
Bi-Monthly	-	1	-	-	-	-	-	-	-	-
Quarterly Magazine	-	1	1	-	-	-	-	-	-	1
Quarterly Newspaper	-	1	-	-	-	-	-	-	-	-

It becomes obvious that the central tendency revolves around one hour per week per pupil, the greatest percentage of schools occurring in that classification. Assuming that a normal distribution of the remaining majority of schools would follow a probable tendency as indicated in Table 16, the result would place the frequencies for all the kinds of organizations somewhere between one hour and three hours per week per pupil. The investigation disclosed 32 per cent spending less than two hours, eight per cent from two to three, and six per cent spending from three to four.

The press club, writer's club, local reporting club, and

Table 16. Percentage distribution of 160 schools showing the number of hours spent per pupil per week in journalistic activities.

Kinds of Journalistic activities	NUMBER OF HOURS									
	¼	1	1½	2	2½	3	3½	4	4½	5
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Journalism Club	1	-	1	1	-	-	-	-	-	-
Press Club	-	4	-	1	-	-	-	-	-	-
Monthly Paper	-	8	1	8	1	8	-	1	-	1
Yearbook	8	7	1	3	1	2	-	-	-	-
Handbook	1	2	1	-	-	-	-	-	-	-
Bi-Weekly Paper	-	8	-	8	-	-	-	1	-	-
Weekly Paper	-	1	-	-	-	1	-	-	-	-
Writer's Club	-	1	-	-	-	-	-	-	-	1
Semi-Annual	1	2	-	-	1	-	-	-	-	-
Magazine	-	2	-	1	-	-	-	-	-	-
Local Reporting	-	-	-	1	-	-	-	-	-	1
Bi-Monthly	-	1	-	-	-	-	-	-	-	-
Quarterly Magazine	-	1	1	-	-	-	-	-	-	1
Quarterly Newspaper	-	1	-	-	-	-	-	-	-	-

It becomes obvious that the central tendency revolves around one hour per week per pupil, the greatest percentage of schools occurring in that classification. Assuming that a normal distribution of the remaining majority of schools would follow a probable tendency as indicated in Table 16, the result would place the frequencies for all the kinds of organizations somewhere between one hour and three hours per week per pupil. The investigation disclosed 38 per cent spending less than two hours, eight per cent from two to three, and six per cent spending from three to four.

The press club, writer's club, Local reporting club, and

the quarterly magazine evidence frequencies by one per cent of the schools in the five hour or greater classification, indicating the emphasis on allied journalistic organizations. The monthly paper has two frequencies in the three hour per week group, and one in the four hour classification. Participants and pupils engaged in the formation of the yearbook are reported to spend three hours in two per cent of the schools. The pupils working on the editing and issuing of the weekly paper spend three hours in one frequency and one in the other.

30. Number of Years the Various Kinds of Journalistic Activities Have Been Maintained

Comparison of Publications and Journalistic Organizations With Other Types of Extra-Curriculum Activities.--The grand median number of years that publications and its related activities have functioned in the high schools of Massachusetts divulges that although there seems to be a lack of many historical data of a published nature, the present study indicates that the schools have a median of seven years, the highest median of all the types of activities other than interscholastic athletics.

Grizzell[5/] reports that the high schools of Worcester, Boston, and Hartford were probably the first to attempt the origination of high school newspapers, and the printing of such papers. The first handbook, then referred to as the "Students'

5/ Emit D. Grizzell, Origin and Development of the High School in New England Before 1865, MacMillan, 1922, p. 346.

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50. Number of Years the Various Kinds of Journalistic Activities Have Been Maintained

Comparison of Publications and Journalistic Organizations with Other Types of Extra-curricular Activities.--The grand median number of years that publications and the related activities have functioned in the high schools of Massachusetts divulges that although there seems to be a lack of many historical data of a published nature, the present study indicates that the schools have a median of seven years, the highest median of all the types of activities other than interscholastic athletics.

Hilsabeck[5] reports that the high schools of Worcester, Boston, and Springfield were probably the first to attempt the publication of high school newspapers, and the printing of such papers. The first handbook, then referred to as the "Students' [5] Emmit D. Hilsabeck, Debate and Development of the High School in New England Before 1898, Menasha, 1922, p. 240.

Manual", was created at Boston Latin School in 1851. The Worcester paper is stated to have existed in 1859, the date of the first issue. Regardless of the exact original issues, the investigation revealed that there are quite divergent periods of growth in several kinds of the various types of journalistic activities. Figure 13 reveals the greatest median number of years to be in the quarterly paper, placed at 15 years. Three medians of 10 are evident in the bi-monthly paper, the monthly paper and the magazine.

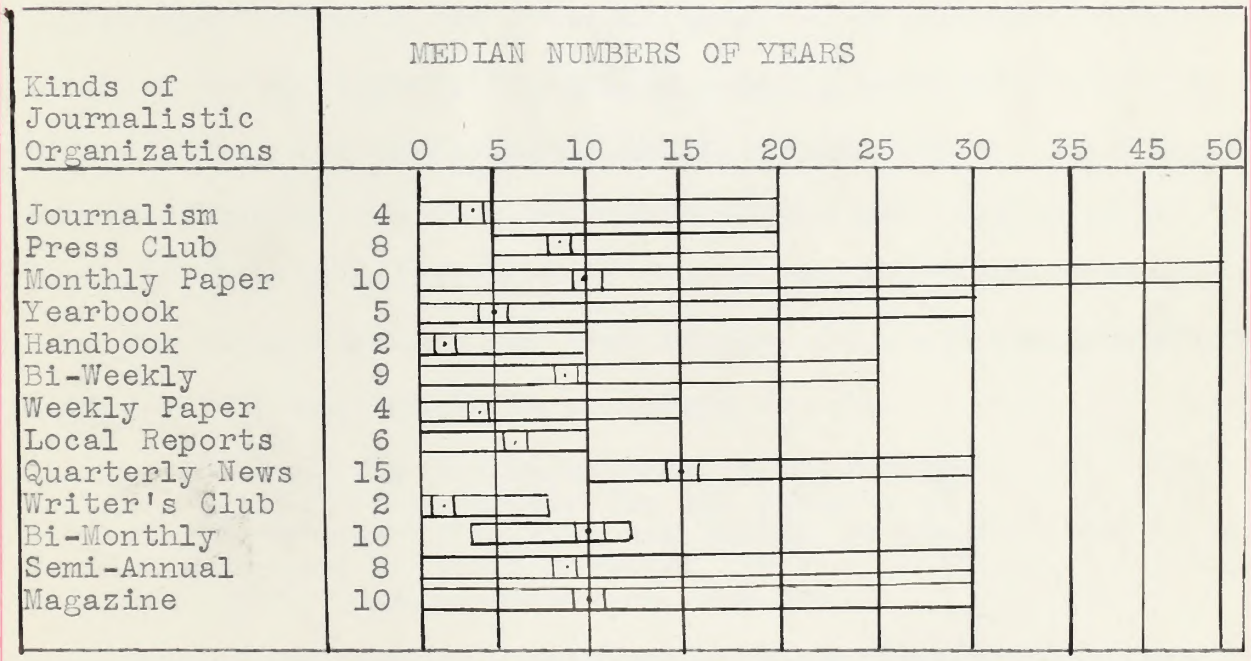

Figure 13. Range and Median Numbers of Years the Various Kinds of Journalistic Activities have been maintained in the 160 schools investigated.

Manual", was created at Boston Latin School in 1897. The Horowitz paper is stated to have existed in 1897, the date of the first issue. Regardless of the exact original issues, the investigation revealed that there are quite divergent periods of growth in several kinds of the various types of journalistic activities. Figure 12 reveals the greatest median number of years to be in the quarterly paper, placed at 18 years. Three medians of 10 are evident in the bi-monthly paper, the monthly paper and the magazine.

Figure 12. Range and Median Numbers of Years the Various Kinds of Journalistic Activities Have been maintained in the 1450 schools investigated.

The greatest range is evidenced in the monthly paper from 1-50 years. The magazine, semi-annual, and yearbook have comparable ranges, indicating that in developmental growth all were introduced at approximately the same time. The comparatively new kinds of journalistic activities are the writer's club, and local reporting to local newspapers. Generally, publications may be regarded as being in existence a comparable length of time as athletics, even the median for journalistic activities be considerably lower.

CHAPTER VII

DEBATING AND DRAMATIC EXTRA-CURRICULUM ACTIVITIES

31. Analyses of Literature

Basic Concepts of Debating and Dramatic Activities.--Debating and Dramatic Extra-Curriculum Activities have received considerable attention by school administrators and educators throughout the last decade, as part of the activity program. The absence of valid and reliable tools of evaluation definitely allow for divergency of claimed values, nevertheless, certain criteria can be advanced, which, if adhered to, will insure reasonable resulting effectiveness in the various functions of this classification of the extra-curriculum movement.

The classification has been adopted from the one advocated by Reavis and Van Dyke[1/] in Monograph No. 26.

> "This group includes those organizations conducted primarily for the purpose of developing abilities and skills in their members in these distinct lines of activity, namely, drama and debating."

These organizations, regardless of administrative technicalities and discriminations, are extra-curriculum in nature, even though they be required or not for graduation. Such organizations are extra-curriculum if maintained in a sphere

1/ William C. Reavis and George Van Dyke, Non-Athletic Extra-Curriculum Activities, op. cit. p. 78.

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[1] William C. Reavis and George Van Dyke, Non-Athletic Extra-Curricular Activities, op. cit. p. 29.

that is above the required and specified academic subjects of study.

It becomes quite apparent that in many schools, participation in such activities is conducted as part of the departmental program, and may be considered in the light of subject-matter clubs.

Koos' analysis[2/] of the values of extra-curriculum activities revealed the dominance of claimed social values. Forty-two per cent of the total frequencies deal with the promotion of social-civic-moral relationships. Secondly, the logical assumption seems to be the recognition of adolescent nature, and the provision of such a program as will allow for the most effective guidance of individual differences and the provision for exploration. Obviously, these values may or may not be applicable specifically to dramatic and debating organizations, but it may be assumed that the previous study may be adopted in general theoretical terms.

Scott[3/] offered a developmental history of debating organizations in Wisconsin in 1930. The claimed value was citizenship training. The habit forming training in a democracy, by living in a democracy in the school situation, was the basic premise. In Wisconsin, there are 355 high schools in the State

2/ L. V. Koos, Analysis of the General Literature on Extra-Curriculum Activities, National Society for the Study of Education, Part II, Twenty-fifth Yearbook, 1926, p. 10.

3/ Almere Scott, Debating as an Intellectual Activity in our High Schools, School Life, November, 1930, p. 43.

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Scott[3] uttered a developmental history of debating organizations in Wisconsin in 1920. The claimed value was citizenship training. The basic forming training in a democracy, by living in a democracy in the school situation, was the basic premise. In Wisconsin, there are 555 high schools in the State

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3/ Aimee Scott, Debating as an Intellectual Activity in our High Schools, School Life, November, 1920, p. 43.

Forensic Association. Of the 48, 40 have debating leagues. There are approximately 79,643 debates held annually, with approximately 99,000 students participating.

In adoption of the Cardinal Principles of Education, debating can be justified by practically all, as well as dramatics. The essential consideration is of course the administrative efficiency in providing the proper kind of environment as to the actual functioning of debating and dramatic organizations. Strauss[4/] suggests that the educational significance of dramatics lies not in the effect on the audience, but the resulting values to the individual participants.

McKown[5/] lists the values of dramatics as

> "a suitable opportunity for the expression of an histrionic talent he may have. The student learns to express himself clearly and vividly, adds many words to his vocabulary, enunciates more clearly, gains confidence and poise."

The school, the community and the parents all indirectly benefit from dramatic and debating activities, again with the reservation that they must not be placed on an artificial or commercial level by improper administration. McKown[6/] presents the values of debating, considering it more from an intra-cur-

4/ Ivard N. Strauss, Dramatics as a Dynamic Force in Education, Education, October, 1935, p. 75.

5/ Harry C. McKown, Extra-Curricular Activities, MacMillan, 1927, p. 115.

6/ Harry C. McKown, " " " " p. 163.

fraternal associations. Of the 48, 40 have degrees. There are approximately 70,000 dramatics held annually, with approximately 25,000 students participating.

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[4] Ivard M. Schrunk, Dramatics as a Dynamic Force in Education, Education, October, 1935, p. 76.

[5] Harry G. Brown, Extra-Curricular Activities, McGraw-Hill, 1927, p. 115.

[6] Harry G. Brown, " " " " p. 183.

riculum activity, though realizing its fluctuating position. Debating requires all the coordination of mental, physical, emotional and psychological processes in debating, which are either over-emphasized or under-emphasized in other types of extra-curriculum activities. There are objections, obviously, such factors as over-emphasis of winning teacher or sponsor superimposition, insincerity by the use of words, subjects are too absurdly ineffective in their scope, and such objectionable and useless futilities. These must be met, and effectively dealt with to insure successful and valuable experiences by the students.

A study by Ryan of the types of plays[7/] revealed the types of plays used in high schools, and concluded that there was little adequate play material available. He recommends that teachers and playwrights collaborate for the production of more useful plays, and allow such an organization to function under some national educational association.

The conclusions of their study are applicable to debating activities as well. Materials for debate and the production of plays must be very carefully chosen, and not superimposed or pushed onto the students by careless sponsors.

7/ H. H. Ryan, High School Play Material, Proceedings of the Fifteenth Annual Meeting of the Department of Secondary School Principals, p. 77, 1931.

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32. Kinds of Debating and Dramatic Activities Maintained

Relation of Types of School Organization to Kinds of Debating and Dramatic Activities Maintained.--The investigation revealed the most prominent kind of such organizations was the dramatic club. Table 17 indicates that debating and speech organizations are not as well supported in total as are dramatic organizations.

Table 17. Percentage Distribution of 160 Schools of Various Types of Organization showing the Kinds of Debating and Dramatic Organizations Supported.

Kinds of Debating and Dramatic Clubs	TYPES OF ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Dramatic Club	30	56	12	57	34	58	11	39	87	54
Speech Club	7	13	2	10	5	10	4	14	18	11
Little Theatre	3	6	0	0	1	2	0	-	4	3
Debating Club	14	26	10	43	13	22	7	25	44	27
Boys' Debating	3	6	5	24	1	2	1	4	10	6
Girls' Debating	0	-	2	10	1	2	0	-	3	2
Annual Play	7	13	13	62	33	57	14	50	67	42
Forum	0	-	1	5	0	-	0	-	1	1
Sock and Buckskin	0	-	1	5	0	-	0	-	1	1
Class and Plays	0	-	0	-	0	-	1	4	1	1
Theatre of Air	1	2	0	-	0	-	0	-	1	1
Operetta	1	2	1	5	0	-	0	-	2	2

In the junior high schools, dramatic organizations, approximately 40 organizations are maintained. The greatest percentage of schools is found to be maintaining dramatic clubs. The

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Table 17. Percentage Distribution of 150 Schools of Various Types of Organization showing the Kinds of Debating and Dramatic Organizations Supported.

Kinds of Debating and Dramatic Clubs	TYPES OF ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		5-Year			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Dramatic Club	30	50	12	67	34	58	11	30	87	54
Speech Club	7	13	2	10	5	10	4	14	18	11
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Boys' Debating	3	6	5	24	1	2	1	4	10	6
Girls' Debating	0	-	2	10	1	2	0	-	3	2
Annual Play	7	13	13	62	35	57	14	50	67	42
Forum	0	-	1	5	0	-	0	-	1	1
Book and Buckskin	0	-	1	5	0	-	0	-	1	1
Glass and Plays	0	-	0	-	0	-	1	4	1	1
Theatre of Air	1	2	0	-	0	-	0	-	1	1
Operetta	1	2	1	5	0	-	0	-	2	2

In the junior high schools, dramatic organizations, approximately 40 organizations are maintained. The greatest percentage of schools is found to be maintaining dramatic clubs. The

combined debating club is supported by one-quarter of the junior high schools, and the annual play is supported by 13 per cent. Eleven per cent of the junior high schools support a speech club, revealing the inferiority of debating and speech clubs in the junior high school. In the senior high schools, dramatic activities are more prominent than debating clubs. Fifty-seven per cent of the schools in this classification maintain a dramatic club, and 62 per cent support an annual play. Speech club support is placed at 10 per cent.

The four-year schools also indicate a high percentage of schools maintaining dramatic organizations, with the smallest percentage of schools in any group, maintaining debating and speech organizations. In the six-year classification, dramatics are still predominant in percentage of schools supporting such organizations, though approximately one-fourth of the schools support a debating club. The general conclusions of Table 17 are generally, dramatics function in the schools in all classes to a greater degree than do debating or speech organizations.

The most popular type of dramatic organization is the dramatic club. Boys' debating is maintained by a higher percentage of schools than is girls' debating. The speech club is fairly constant throughout all types of school organizations, and has a total support of nine per cent. The annual play is supported by almost 50 per cent of the schools studied with the largest percentage apparent in the senior high school,

combined debating club is supported by one-quarter of the junior high schools, and the annual play is supported by 15 per cent. Eleven per cent of the junior high schools support a speech club, revealing the inferiority of debating and speech clubs in the junior high school. In the senior high schools, dramatic activities are more prominent than debating clubs. Fifty-seven per cent of the schools in this classification maintain a dramatic club, and 62 per cent support an annual play. Speech club support is placed at 10 per cent.

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though 50 per cent of all types maintain annual plays, excepting the junior high schools.

33. Participation in Debating and Dramatic Activities

Boy and Girl Membership in Debating and Speech Organizations.--Figure 14 indicates that voice, speech and debating clubs are fairly comparable in consideration of the number of boy and girl participants. The speech club maintaining a boys' median of 10 and a girls' median of 15, and the debating club, composed of both boy and girl participants, possesses a median of 12 and 15. The secular debating organizations, exclusive for boys and for girls, have much greater medians, approximating 25. The forum is essentially a boy's organization, possessing a median of 12 participants. In comparison of the ranges in this type of extra-curriculum activity, the speech club, debating for boys, for girls, and the mixed group, represent fairly equal ranges approximately from two to 40, though the boys' debating club exceeds the 40 mark by 10 members.

In general, the speech organizations, with the exception of the forum, which has a range of from five to 15, are organizations which tend to have varying membership, and tend to indicate comparable memberships, from 10 to 25 members for both boys' and girls' organizations.

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35. Participation in Debating and Dramatic Activities

Boy and Girl Leadership in Debating and Speech Dramatiza-
tions.--Figure 14 indicates that voice, speech and debating
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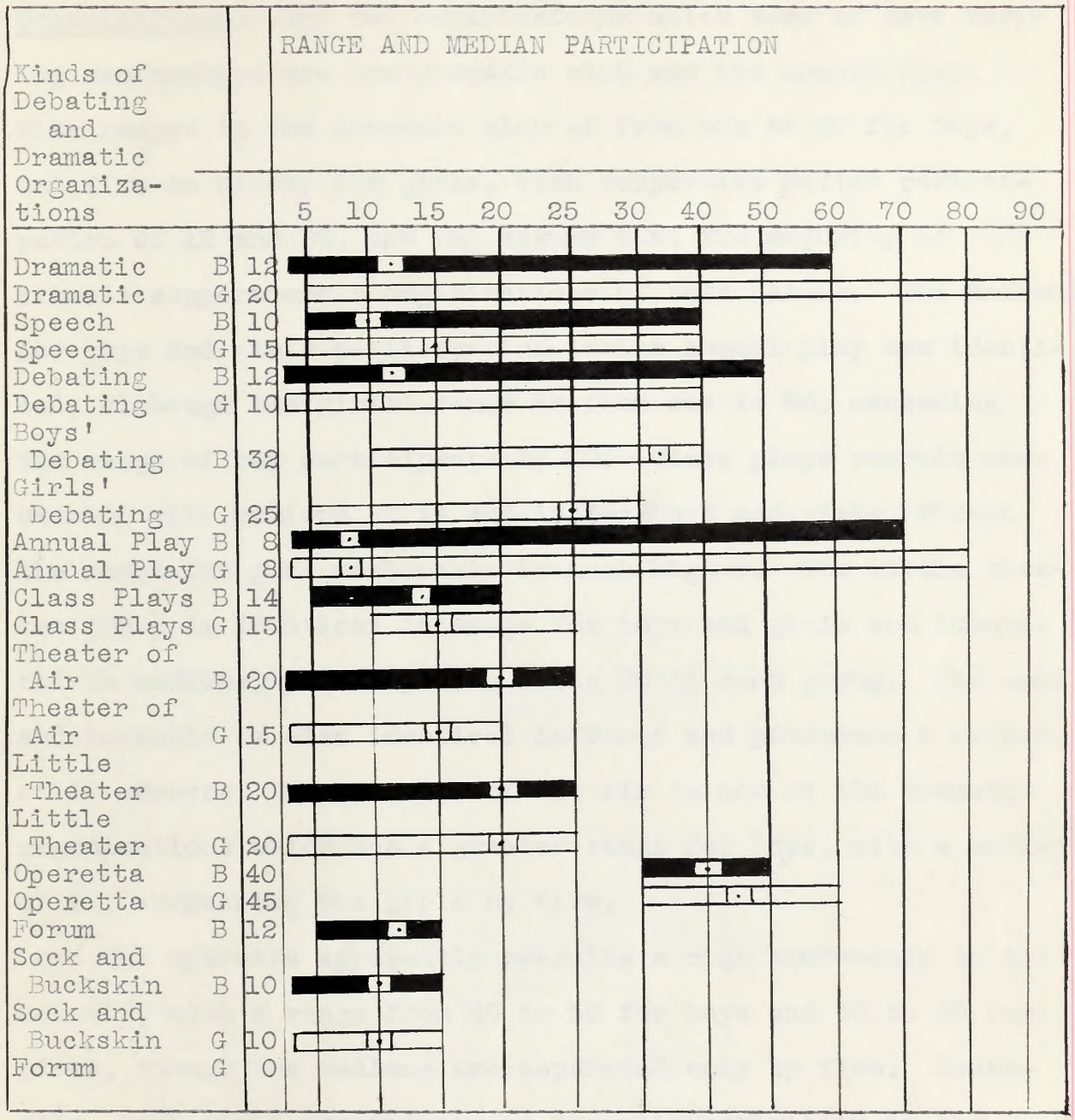

Figure 14. Range and Median Numbers of Boys and Girls Participating in the Various Kinds of Debating and Dramatic Organizations in 160 Schools.

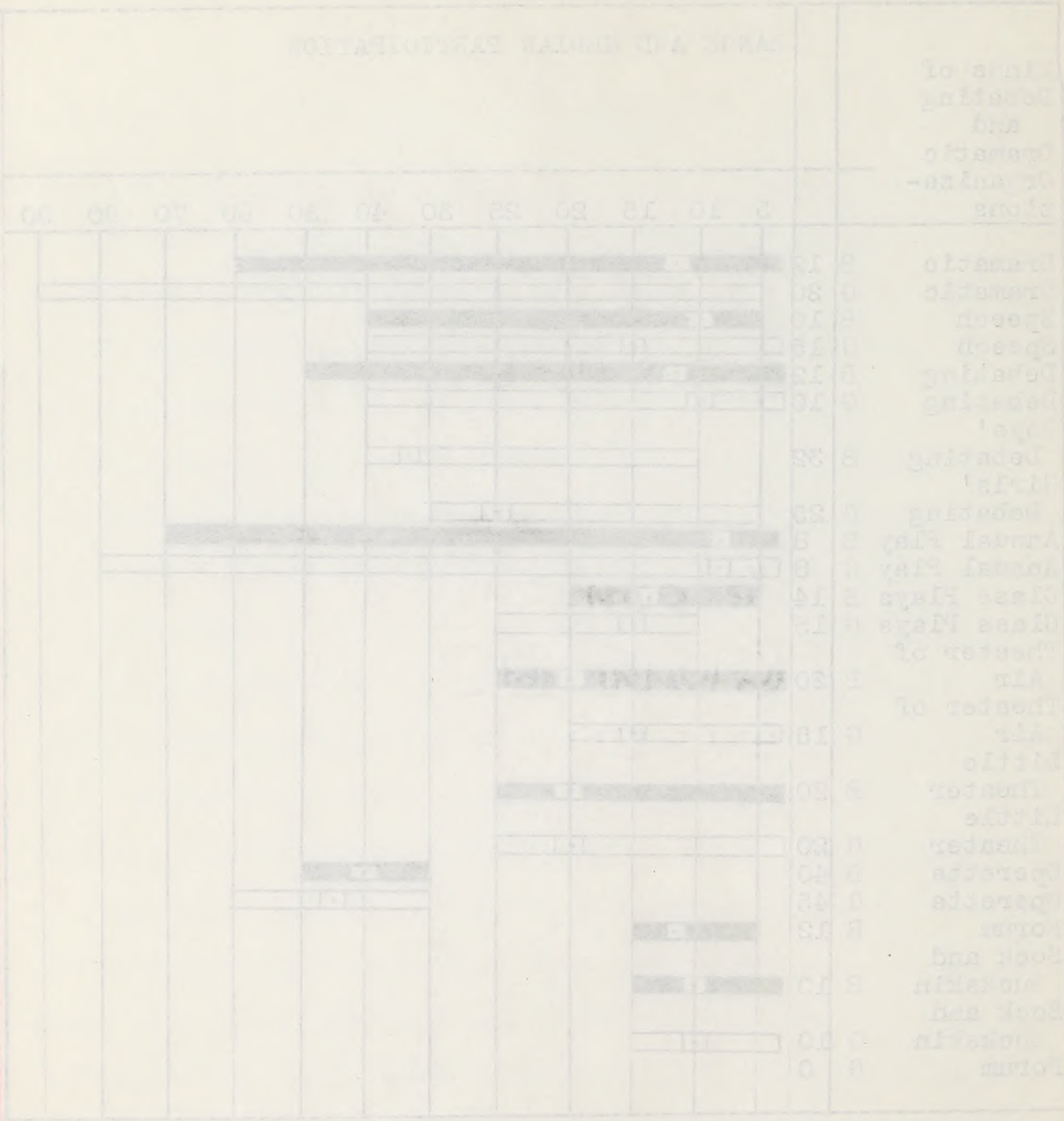

Figure 14. Range and median numbers of boys and girls participating in the various clubs or Debating and Dramatic organizations in 100 schools.

Comparison of Boy and Girl Participation in Dramatic Organizations.--The two organizations which seem to have varying memberships are the dramatic club and the annual play. With ranges in the dramatic club of from one to 60 for boys, and five to ninety for girls, with respective median participation of 12 and 20, one may assume that the majority of schools support small organizations of this nature. The medians for boys and girls participating in the annual play are identical, although the girls' range is from one to 80, exceeding the range of boy participants by 10. Class plays recruit membership with medians of 14 and 15 for boys and girls, though the range for girl membership is much higher. The little theatre group is identical in range for boys and girls and identical in medians, participation being 20 in each group. The sock and buckskin is also identical in range and possesses a median of 10 members. The theater of the air is one of the dramatic organizations which has a greater range for boys, with a median of 20, surpassing the girls by five.

The operetta apparently recruits a high membership in all schools, with a range from 40 to 50 for boys and 40 to 60 for girls, though the medians are separated only by five. Generally, more girls participate in dramatic activities in the schools than do boys.

Proportion of Boy and Girl Participation in Dramatic Organizations.---The two organizations which seem to have outstanding membership are the dramatic club and the annual play. Club ranges in dramatic club of from one to 30 for boys, and five to ninety for girls, with respective median participation of 12 and 20. One may assume that the interest of school support small organization of this nature. The medians for boys and girls participating in the annual play are identical, although the total range is from one to 80, exceeding the range of boy participants by 10. Class plays recently seem to be with medians of 14 and 16 for boys and girls, though the range for girl membership is much higher. The little theatre group is limited in range for boys and girls and therefore in medians, participation being 20 in each group. The book and music is also conventional in range and possesses a median of 10 members. The Thespian of the city is one of the dramatic organizations which has a greater range for boys, with a median of 20, surpassing the girls by five.

The operetta apparently presents a high membership in all schools, with a range from 40 to 80 for boys and 40 to 80 for girls, though the medians are separated only by five. Generally, more girls participate in dramatic activities in the school than do boys.

34. Number of Hours Per Week
Per Participant

Comparison of Ranges and Medians in the Various Kinds of Debating and Dramatic Organizations.--In consideration of actual time spent on these various organizations, the reader must not forget that the dramatic club in many cases is responsible for the annual play; that also, the plays take a few weeks to produce and participation during those few weeks is intensive and after the production, there is no participation. The figures presented in Figure 15 are taken directly from the reports as tabulated, with no discrimination for the number of weeks or the time of rehearsals.

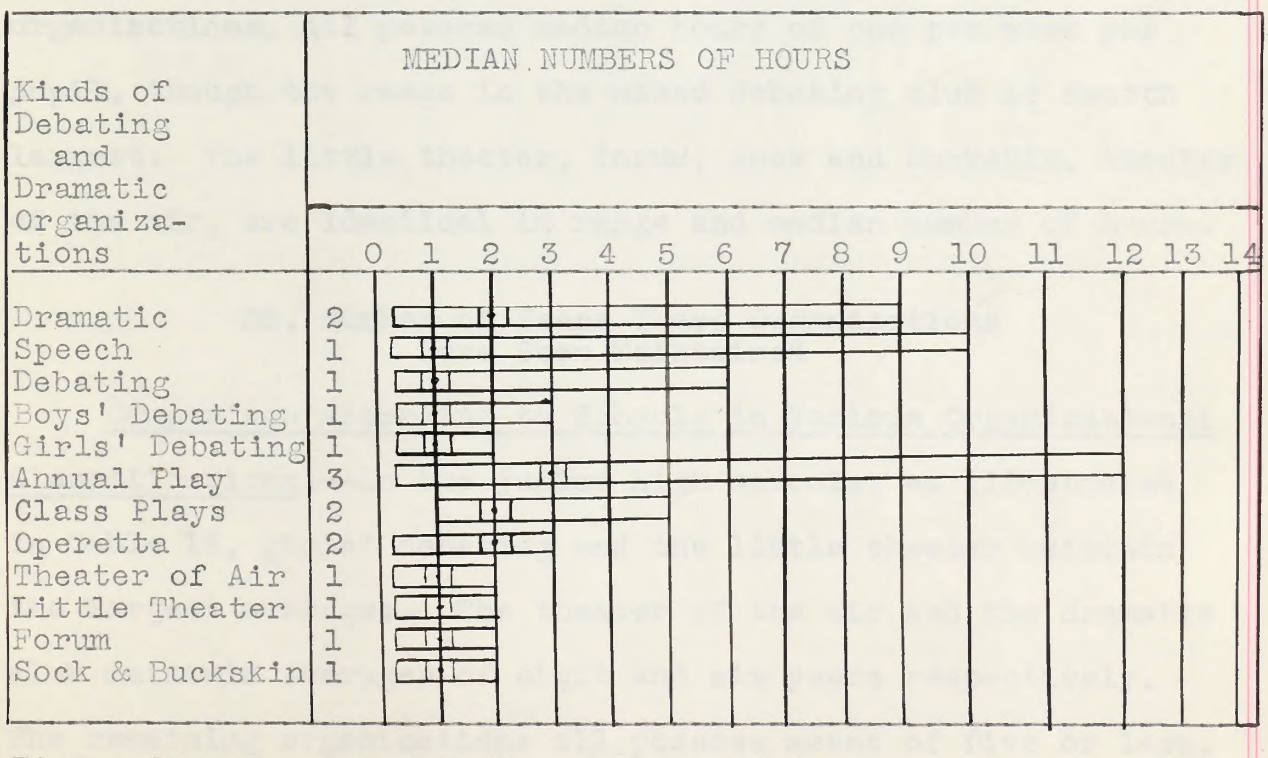

Figure 15. Range and Median Numbers of hours spent per week per participant in the various kinds of Debating and Dramatic Organizations.

84. Number of Hours per Week for Participant

Comparison of Range and Medians in the Various Kinds of Debating and Dramatic Organizations.--In consideration of actual time spent on these various organizations, the reader must not forget that the dramatic club in many cases is responsible for the annual play; that also, the plays take a few weeks to produce and participation during those few weeks is intensive and after the production, there is no participation. The figures presented in Figure 15 are taken directly from the reports as tabulated, with no differentiation for the number of weeks or the time of rehearsals.

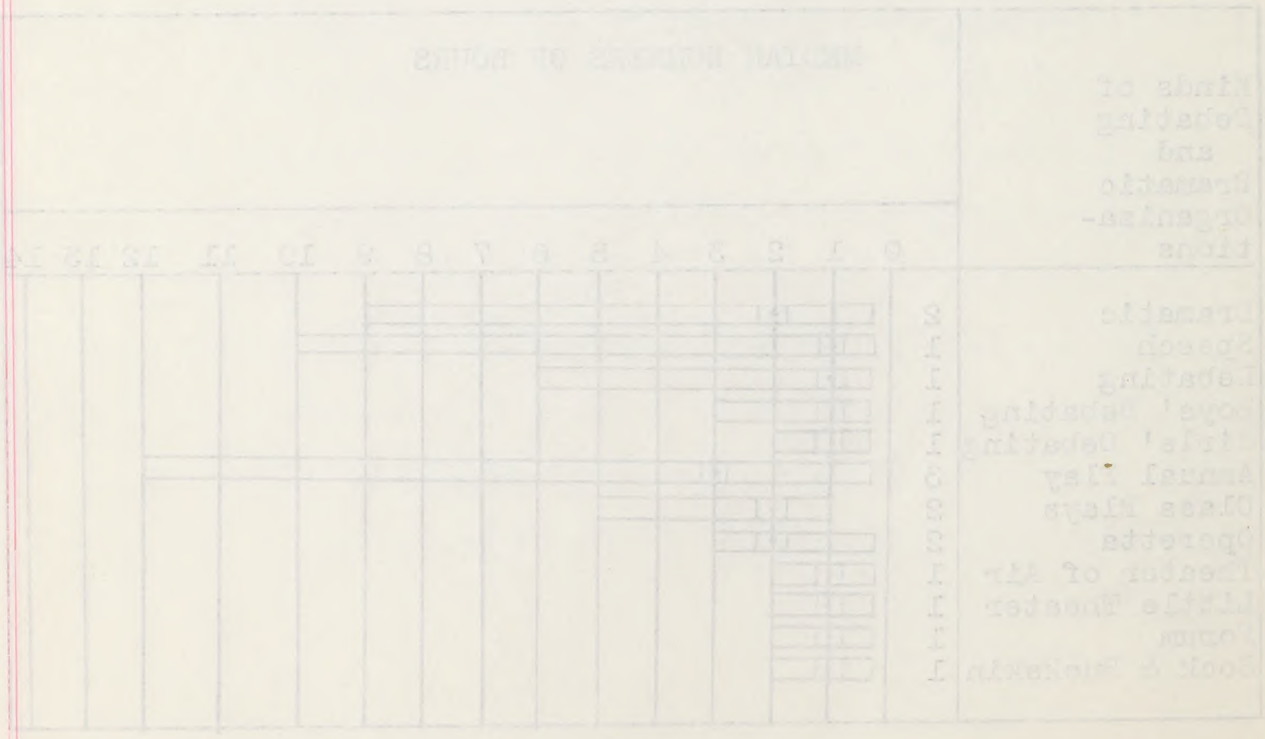

Figure 15. Range and median numbers of hours spent per week per participant in the various kinds of debating and dramatic organizations.

The greatest single median number of hours occurs in the annual play, three, with also the greatest range of time spent from one-half to 12. The dramatic club indicates a median of two with the third greatest range. Class plays and the operetta possess medians of two hours per week per participant indicative that the organizations in which there are ultimate productions, either publicly or for the school, there is a greater amount of time spent per week per pupil, regardless of how many weeks are required for rehearsals, and if the organization is disbanded following a production. The usual time as reported by many schools was from six to eight weeks for rehearsals.

The second largest range is existent in the speech club, from less than one hour per week to 10 hours. The remaining organizations, all possess median hours of one per week per pupil, though the range in the mixed debating club is fourth largest. The little theater, forum, sock and buckskin, theater of the air, are identical in range and median number of hours.

35. Number of Years These Organizations Have Been Maintained

Comparison According to Schools in Various Organizational Classifications.--In the junior high schools, as illustrated in Table 18, girls' debating and the little theater maintain the largest averages. The theater of the air and the dramatic club maintain averages of eight and six years respectively. The remaining organizations all possess means of five or less. There seems to be no discrepancy or dominance of any specific

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debating or dramatic activities in the junior high schools.

Table 18. Average number of years the various kinds of debating and dramatic organizations have been maintained in the schools of various organizational classifications.

Kinds of Debating and Dramatic Organizations	TYPE OF SCHOOL ORGANIZATION				TOTAL MEAN
	Junior	Senior	4-Year	6-Year	
(1)	(2)	(3)	(4)	(5)	(6)
Dramatic Club	6	8	17	4	6
Speech Club	2	10	7	3	5
Little Theater	10	No data	No data	No data	10
Debating Club	4	9	12	4	7
Boys' Debating	5	8	No data	No data	6
Girls' Debating	10	10	No data	No data	10
Annual Play	5	21	15	10	13
Forum	No data	3	No data	No data	3
Sock & Buckskin	No data	10	No data	No data	10
Class Plays	No data	25	No data	No data	25
Theater of Air	8	No data	No data	No data	8
Operetta	3	6	1	No data	3

In the senior high schools, the greatest mean is 25, though the annual play presents a mean of 21 years. The speech club, sock and buckskin, and girls' debating club have identical means of 10 years. The dramatic club, boys' debating, and mixed debating club possess fairly comparable means of eight, eight, and nine, respectively.

In the four-year schools, there is indicated a dominance of the annual play and dramatic club, having been maintained on the average of 17 years. [Omission of significant data by

debating or dramatic activities in the junior high schools.

Table 16. Average number of years the various kinds of debating and dramatic organizations have been maintained in the schools of various organizational classifications.

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Speech Club	2	10	7	3	5
Little Theater	10	No data	No data	No data	10
Debating Club	4	9	12	4	7
Boys' Debating	5	8	No data	No data	6
Girls' Debating	10	10	No data	No data	10
Annual Play	5	21	15	10	15
Forum	No data	3	No data	No data	3
Cock & Buckskin	No data	10	No data	No data	10
Glass Plays	No data	25	No data	No data	25
Theater of Air	8	No data	No data	No data	8
Operetta	3	6	1	No data	3

In the senior high schools, the greatest mean is 25, though the annual play presents a mean of 21 years. The speech club, cock and buckskin, and girls' debating club have identical means of 10 years. The dramatic club, boys' debating, and mixed debating club possess fairly comparable means of eight, eight, and nine, respectively.

In the four-year schools, there is indicated a dominance of the annual play and dramatic club, having been maintained on the average of 17 years. [Omission of significant data by

respondents, handicaps the specific interpretations of existing conditions in the schools in this classification.] In the six-year type, the annual play discloses a means of 10 years.

The dramatic club and the debating club presents means of four years each. The speech club has a comparable mean of three years. The total mean of all the organizations in this classification indicate quite conclusively the dominance of dramatic organizations in terms of the mean number of years they have been supported in the schools. The highest mean is found to be 25 years existent in the class play, annual play, sock and buckskin, and little theater, and girls' debating, all possessing means of 10 years. Dramatic club, speech club, boys' debating club, forum, theater of the air, and operetta, all represent means below 10 years.

CHAPTER VIII

STUDENT GOVERNMENT, SERVICE CLUBS, AND HONOR SOCIETIES

36. Analyses of Literature

General Underlying Foundations.--Student participation in government is by no means a revelation in the extra-curriculum program. Evidence has previously been presented which illustrates the practices and conditions existent through periods of educational history. The actual phase of this program which is new is the methodology in the administration of school government. Psychologically, from a character education viewpoint, educators are fairly generally agreed that pupils succeed and exist in adult life much happier, efficiently and successfully if there has been an emphasis placed on citizenship training, democratic thinking and socialized acting. An adult program superimposed in the schools, which allows no freedom of choice, no individual or collective thinking, no participation in the routine events of the school is to be discouraged. Fretwell[1/] points out the distinction between self-government and participation in student government. This term "self-government" has been so widely used, its meaning is indistinguishable. The present trend is the recognition of pupils participation in

1/ Elbert K. Fretwell, Extra-Curriculum Activities in Secondary Schools, op. cit. p. 94.

CHAPTER VIII

STUDENT GOVERNMENT, ACTIVITY CLUBS, AND HOBBY SOCIETIES

56. Analyses of Literature

General Understanding and Conditions.--Student participation in government is by no means a revelation in the extra-curriculum program. Evidence has previously been presented which illustrates the practices and conditions existent through periods of educational history. The actual phase of this program which is new is the methodology in the administration of school government. Psychologically, from a character education viewpoint, educators are fairly generally agreed that pupils succeed and exist in adult life much happier, efficiently and successfully if there has been an emphasis placed on citizenship training, democratic thinking and socialized acting. An adult program superimposed in the schools, which allows no freedom of choice, no individual or collective thinking, no participation in the routine events of the school is to be discouraged. Fretwell[1] points out the distinction between self-government and participation in student government. This term "self-government" has been so widely used, its meaning is indistinguishable. The present trend is the recognition of pupils participation in

[1] Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 24.

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Poole[2/] aptly presents the general aim of the program of school government in his concept of student participation in the school program.

> "American Schools today are attempting to provide a training that will fit boys and girls to perform more efficiently the duties and to solve more wisely the problems entailed under a democratic form of government."
>
> "Education is no longer conceived of as a process of memorizing facts; it is a process of giving children experiences that shall be of value or use to them in life."

Immediate Objectives.--In the proper functioning of such a student participation program, what are the essential, desirable and immediate objectives? Briefly, they are results to individual pupils that shall be realized and apparent individually and collectively. Hayes[3/] offers six of the more important.

(1) To afford pupils an opportunity to live in a democratic organization.
(2) To provide for emotional satisfactions.
(3) To develop more pleasant relations between teachers and pupils.
(4) To develop school pride.
(5) To provide for pupil expression.
(6) To arouse school spirit.

2/ C. F. Poole, Student Participation in School Government, Twenty-fifth Yearbook, National Society for the Study of Education, Part II. Extra-Curricular Activities.

3/ Alvah Hayes, The Student Council, Education, October, 1935, V. 56, No. 2, p. 101.

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3/ Alvah Hayes, The Students Council, Education, October, 1935, Vol. 56, No. 2, p. 101.

Ultimate objectives may be compared to the concomitant learnings or latent character education developments.

Some Guiding Principles.--In a discussion of principles, there inevitably arises an administrative implication. In the following principles presented by Foster,[4] the reader must remember that that administrative organization, control and supervision are the significant factors, even though the basic principles be adhered to by school authorities.

(1) Man learns to do by doing.

(2) Education comes from within.

(3) The period of adolescence is particularly favorable to the development of self-government (apparently used in the sense of collective participation) because of the prominence of the characteristics of gregariousness, altruism, and restiveness under restraint.

(4) Since the nature of man is fundamentally social, his highest development can only be obtained through cooperative activities.

(5) To train for democracy, the school must be a democracy.

A Typical School Government Program.--From data returned from the Memorial Junior High School in Framingham, the following plan for socialized activity in the form of student government has been carefully examined and included in this chapter to illustrate a desirable and satisfactory system of student participation in the affairs of the school.

4/ Charles Foster, op. cit., Extra-Curricular Activities in the High School, p. 59.

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[4] Charles Foster, op. cit., Extra-Curricular Activities in the High School, p. 80.

PLAN FOR SOCIALIZED ACTIVITY

STUDENT GOVERNMENT

MEMORIAL JUNIOR HIGH SCHOOL

I- Form

Similar to that of Town Government

A- Officers

1. Moderator (President)
2. Clerk of Community (Secretary)
3. Treasurer

   These Community Officers are elected at large, the Junior III or ninth year serving as original officers, with those from Junior II or eighth year acting as vice-officers.

4. Board of Selectmen
   a. One elected from each homeroom, including those from Junior I, seventh year.
   b. The entire group acts as a Student Council meeting with the Principal, who acts as an advisor.

B- Procedure

1. Registration of Voters
   a. Must be a member of the school, in good standing.
   b. Must pass in reading.
2. Filing of Nomination papers
   a. All Class Officers must be citizens of the school, in good standing both in scholarship and citizenship.
   b. Must have 25 signatures from their own class.
   c. Home Room Officers - members of the Board of Selectmen - must have 5 signatures from their homerooms.
   d. Must possess B in citizenship, and satisfactory scholarship.
   e. Nomination papers will be secured and filed during proper period.
   f. All Nominations must be approved by faculty committee.

C- Campaign
1. Exhibition of Campaign Posters, subject to appropriate regulations.
2. Posters must be approved by the Art Department.
3. Posters may be exhibited only in places provided for that purpose.

D- Campaign Assembly
1. Each candidate may present a manager to represent him.
2. Each manager's campaign speech must have the approval of our English Department.
3. Campaign Assembly is presided by a member of the School Committee.

E- Elections
1. Under the direction of the Civic Instructors and the Town Clerk.
2. Actual ballots used.
3. Actual balloting machine used.
4. Voting by classes.

This work is correlated to Guidance, where a Movie of pupils actually voting is shown to demonstrate proper method.

The Guidance Department emphasizes qualifications of candidates, and proper method of voting.

F- Inauguration
1. Oaths of office administered by representatives
   a. Oath is product of an English project
2. Inaugural Ball
   a. Marks the beginning of Social Activities

All projects of the Student Council and Student Officers pertain only to Assemblies and to extra curricula activities, and then only if approved by the cabinet of teachers and the principal.

Each year it is our plan to add one more unit to this process, as during the present year, the registration of voters was added.

C- Campaign

1. Exhibition of campaign posters, subject to appropriate regulations.
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The Guidance Department emphasizes qualifications of candidates, and proper method of voting.

F- Inauguration

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a. Oath is product of an English project
2. Inaugural Ball
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37. Service Clubs

Essential Justifications.--The values of school service groups are extremely useful. They are integral functions of the school government program and are dependent upon its proper functioning. There may be a tendency apparent in that the students participating develop undesirable habits of authority, artificial aggressiveness, and thereby becomes psychologically unsound if allowed to continue to an extreme. There are so many arguments in favor of the support of service squads, student clubs responsible for the routine functions of the school, both desirable from the student values and the assistance rendered the school, the administration and the teachers, that most authors recognize the necessity for such organizations, but also deem wise counsel and guidance very essential to such outgrowths.

McKown[5/] presents arguments for the support of such organizations as being: 1. It makes the student increasingly self-directive. 2. Student control is sound psychologically. 3. More effective use can be made of the study period [as well as the library, hall passing, entrances, exits, fire drills, etc.] 4. Using teachers for study hall duty is uneconomical.

Principles of Such Control.--There must be a common felt need for such controls by students and faculty alike. 2. Par-

5/ Harry C. McKown, Extra-Curricular Activities, op. cit. p.188.

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5/ Harry T. McKown, Extra-Curricular Activities, op. cit., p.[illegible]

ticipation must be carefully guided by strong faculty supervision. 3. Student-leaders should be carefully chosen. 4. Members must feel definite pride and responsibility. 5. The plan must be worked slowly, carefully and on a small scale. 6. The violation of regulations should be not over-looked. 7. Competition should be a technique of control. 8. Student-teacher cooperation is a basic necessity to insure success.

38. Honor Societies

Historical Growth.--Since 1900 there have arisen numerous national and Greek letter honor societies, some of a secret nature, and others of no obscurity. The origin of such organizations undoubtedly was due to the imitation of Phi Beta Kappa created in 1776 on the college level. The first important of high school societies was Phi Beta Sigma, founded by Dr. Owen of Chicago. In 1906, the Cum Laude Society appeared at the Tome School in Maryland. The Oasis Society, also founded in 1906, commenced its function at the Polytechnic Country Day School of Brooklyn. In 1910, Dr. Gunnison established the Arista Society at the Erasmus Hall High School in Brooklyn. One of the results of the Mimerian Society, which was developed in California was the organization of a state society for the awarding of scholarships in some 30 high schools. In Massachusetts in 1917, the head-masters of a number of secondary schools developed the Pro Merito Society, still existent in a large number of schools. The Eophebian Society created by Dr. Shields

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of Los Angeles in 1917 was also placed on a scholarship basis for likely candidates for further educational opportunities. The Marcelleans, founded in 1919 first appeared in Fargo, North Dakota, closely followed in 1921 by the creation of the American Torch Society by a committee of the National Education Association of the Department of Secondary School Principals, following an investigation as to the desirability of a national society. Later the name was changed to the National Honor Society, and has approximately 600 chapters existent throughout the country.

There exists a differentiation of these honorary societies, however, and such differences should be noted on two bases. Primarily, the Pro Merito Society, extremely popular and founded in Massachusetts, the Cum Laude Society allow only those pupils as members who have achieved a certain scholastic standing. Other societies, as the Arista, Marcelleans, and the National Honor Society, are broader in their evaluation of the awarding of honors. Not only is the scholastic accomplishment of an individual in subject-matter considered, but the pupil is estimated from other virtues and characteristics, i.e., leadership, citizenship, service, character and initiative.

There are many local practices of recognizing achievement, whether it be social, musical, athletic or scholastic. The honor roll is a method in vogue in many Massachusetts schools. The school service pin, the charms, prizes, cups, and letters

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given for diversified attainment in various school events, are typical throughout the country.

The actual development of national honorary groups has been due, as suggested by Rynearson,[6] to an agreement to eliminate negative privileges, ridiculous rewards, and offer constructive character developing awards to pupils who have achieved unusual values in service and accomplishment.

Willis[7] has inspiringly summated the necessary functioning of any society, be it local or national in organization, reflecting the ultimate consideration of any school function.

The success of an honor society depends on the enthusiasm of its sponsors, the loyal cooperation of the principal and the student leaders, and the finding of some worth-while work to do. Let someone with imagination find something sufficiently important to do; give them a little wise guidance; and watch the results. Let faculty sponsors who are accomplishing something of value spread the news of their methods and success for the hundreds who are experimenting and who are eager for the benefit of experience without retracing the long road of trial and error.

6/ Edward Rynearson, Honor Societies of Secondary Schools, Sixth Yearbook of Department of Secondary School Principals, Vol. II, p. 172, 1922.

7/ Margaret M. Willis, "The National Honor Society," The School Review, V. XXXIV, p. 129, February, 1926.

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7/ Margaret M. Willis, "The National Honor Society," The School Review, V. XXXV, p. 129, February, 1926.

39. Kinds of Student Government, Honor Societies and Service Clubs Maintained

Comparison of Types of School Organization to Percentage of Schools Supporting One or More.--In Table 19 there is the obvious supremacy of the student council, not only in the various classifications of schools, but in total percentages of schools supporting any one specific organization. In all classifications the greatest percentage of schools supporting any given activity, and in the total percentages, the student council is decisively the most popular organization in this category. Almost half of the schools maintain a student council; half of the senior high schools; 45 per cent of the junior high schools and four-year type. The six-year school retains the highest percentage of schools supporting the student council, 54 per cent of these schools definitely maintaining a council. In consideration of the high percentage of such organizations functioning, it becomes evident that there are some fairly widely accepted values of such a group. McKown[8/] mentions two main justifications as being the "development of the student" and "the organization of the extra-curriculum program." There are of course various types of student councils, and undoubtedly their functions are as divergent as any other kind of organization. Nevertheless, it can be assumed that school authorities do realize the importance of such an

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organization and do support it by a large percentage of schools.

Table 19. Kinds of Student Government, Honor Societies and Service Clubs maintained and the percentages of schools in the organizational classifications maintaining one or more.

Kinds of Student Government Organizations	TYPES OF SCHOOL ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
Student Council	24	45	11	52	26	45	15	54	76	47
American Red Cross	16	30	1	5	5	9	0	-	22	14
Home Room Club	15	28	3	14	1	2	6	22	25	15
National Honor Society	0	-	4	19	8	14	2	7	14	9
Girls' Honor Society	2	4	1	5	0	-	0	-	3	2
Junior Honor Society	0	-	1	5	2	3	2	7	5	3
Senior Honor Society	0	-	0	-	3	5	3	11	6	4
Boys' Honor Society	2	4	1	5	0	-	0	-	3	2
Safety Patrol	5	9	0	-	1	2	0	-	6	4
School Honor Society	0	-	0	-	1	2	0	-	1	1
Girl Guides	1	2	0	-	0	-	0	-	1	1
Marshalls	2	4	1	5	0	-	0	-	3	2
Sportsmanship Brotherhood	0	-	1	5	0	-	1	4	2	1
First Aid Club	2	4	0	-	1	2	0	-	3	2
Girls' Guild	1	2	0	-	0	-	0	-	1	1
Traffic Squad	2	4	1	5	1	2	0	-	4	2
Pro Merito	0	-	4	19	10	17	2	7	16	10
Athletic Association	1	2	0	-	0	-	1	4	2	1
Health Council	1	2	0	-	0	-	1	4	2	1

The American Red Cross, though a national organization which operates financial campaigns periodically, is maintained as an organization in only 30 per cent of the junior high schools, five per cent of the senior high schools, nine per cent of the four-year type, and absent entirely in the six-year schools. In total there are only 14 per cent of all the

organization and do support it by a large percentage of schools.

Table 15. Kinds of student government, honor societies and service clubs maintained and the percentages of schools in the organizational classifications rating one or more.

Kinds of student government organizations	Types of school organization								Total	
	Junior		Senior		4-year		6-year			
Student Council	24	45	11	52	28	45	15	54	78	47
American Red Cross	16	30	1	3	5	9	0	-	22	14
Home Room Club	15	28	3	14	1	2	6	22	25	15
National Honor Society	0	-	4	19	8	14	3	7	14	9
Girls' Honor Society	4	1	1	5	0	1	0	1	5	3
Junior Honor Society	1	1	1	5	2	3	2	7	6	4
Senior Honor Society	1	1	0	1	3	5	3	11	9	6
Boys' Honor Society	2	4	1	5	0	1	0	0	3	2
Society Patrol	5	9	0	1	1	2	0	1	6	4
School Honor Society	1	1	0	1	1	2	0	1	4	2
Girl Guides	1	2	0	1	0	1	0	1	1	1
Hi-Y	2	4	1	5	0	1	0	1	3	2
Sportsmanship	0	1	1	5	0	1	0	4	2	1
Brotherhood	2	4	0	1	1	2	0	1	4	2
Girls' Aid Club	1	2	0	1	0	1	0	1	1	1
Girls' Guild	2	4	1	5	1	2	0	1	4	2
Traffic Squad	0	1	4	19	10	17	2	7	16	10
Pro Sports	1	2	1	5	1	2	0	1	4	2
Athletic Association	1	2	0	-	0	-	1	4	2	1
Health Council	1	2	0	-	0	-	1	4	2	1

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schools supporting the organization.

Approximately one-fourth of the junior high schools and the six-year schools offer a home-room club, though it may be assumed that home-room activities are offered in a much greater percentage. The confusion of respondents in interpreting this as a guidance function allowed for considerable misapprehension on the part of the writer. The safest assertion is that there are undoubtedly many schools offering home-room clubs, organized on a club basis, which failed to respond accurately.

The honor societies, pro-merito, national, girls', boys', senior and junior, are all maintained by a tenth or less of all the schools. There is a quite definite lack of the functioning to any large degree of honor societies in the schools. Of all the honorary organizations, the pro-merito organization seems the most popular, supported by 19 per cent of the senior high schools, 17 per cent of the four-year schools, non-existent in the junior high school, and by only seven per cent of the six-year schools.

The service clubs are fairly generally divided, though there is a tendency for the junior high schools to emphasize such organizations rather than other types of schools. In total, all the service clubs are supported by smaller than five per cent in all the schools, the higher percentages existing in the junior high schools. Of these, the greatest ranges for boys are the sportsmanship brotherhood, boys' honor society,

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and all less than 25.

The ranges for girls' honor societies tend to be greater in all of these smaller honorary groups than do the boys, by three or four members. In comparison of medians, only one is above 10, the junior honor society for girls, the others fairly equally distributed approximating five.

Service Clubs.--The American Red Cross presents the greatest ranges from five to 100 for both boys and girls, with medians of 20 and 30 for boys and girls, respectively. It must be remembered that this is not in terms of supporters of the American Red Cross in campaigns, but the existence of definite organizations that function as part of the extra-curriculum program.

The marshalls, the guides, traffic squad and service club, all have medians of 10 or below, with boy ranges in general exceeding the ranges for girl participation. The medians for boys participating are generally higher.

40. Participation in Student Government, Honor Societies and Service Clubs

Student Government Groups.--In the student council, the median participants is 10 for both boys and girls, though the range is slightly lower for girls by one or two members. The health council membership is fairly comparable for both boys and girls in regard to median membership, though the range for boy membership is greater by three or four members. The athletic council is approximately equal for boys and girls, the

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medians being four participants, and the ranges the same from two to nine. The home-room club median for girls is 20, exceeding the boys' median by five, though the ranges are identical.

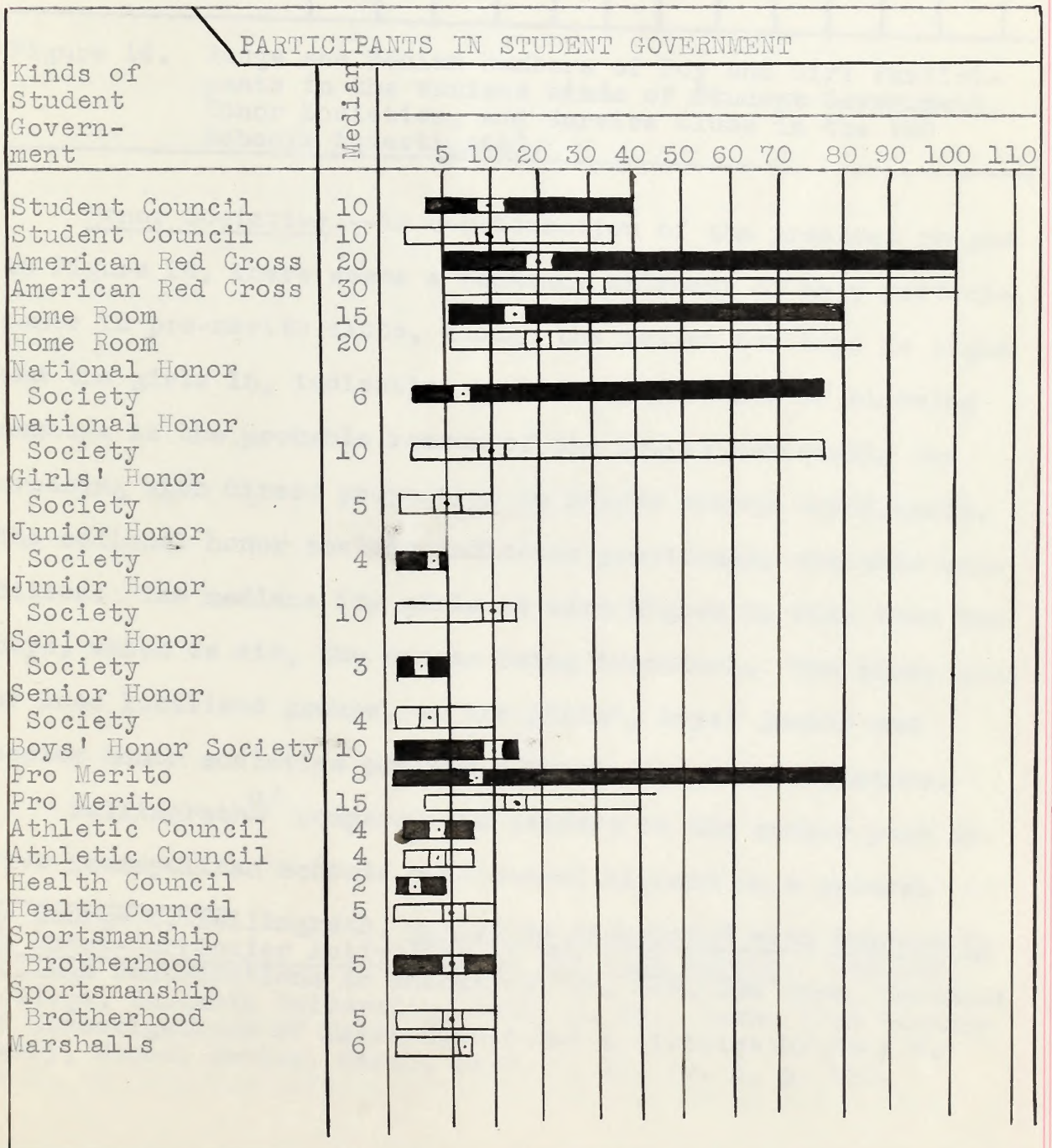

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Figure 16 (concluded)

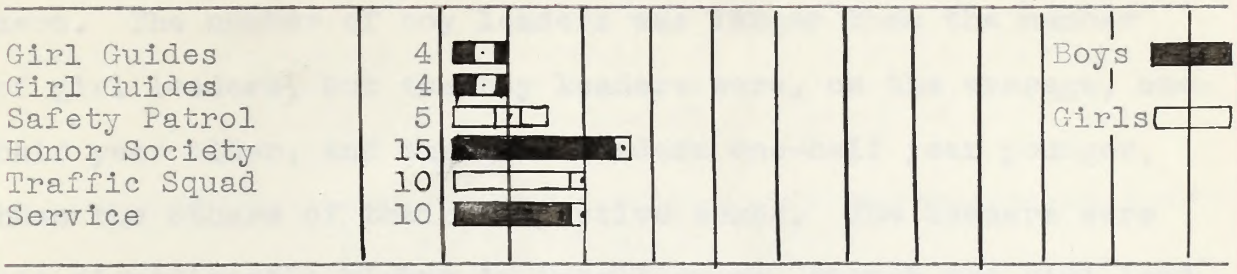

Figure 16. Range and Median Numbers of Boy and Girl Participants in the various kinds of Student Government, Honor Societies, and Service Clubs in the 160 Schools investigated.

Honor Societies.--In consideration of the greatest ranges in Figure 16, there seems a tendency existent of many participants in pro-merito clubs, though the median for boys is eight and the girls 15, indicating a variable practice of allowing members is the probable reason of the larger membership increasing with direct proportion to larger school enrollments. The national honor society indicates practically the same condition. The medians for girls is also higher by four than the boys, which is six, the ranges being identical. The other more or less localized groups, as the girls', boys' junior and senior honor societies present a fairly comparable picture.

Bellingrath[9/] compared 120 leaders in the senior year in five cosmopolitan schools that scored highest on a general

9/ George C. Bellingrath, Qualities Associated with Leadership in Extra-Curricular Activities in the High School. Teachers College Contributions to Education, No. 399. New York, Teachers College, Columbia University, 1930, p. 58. Taken from Summary of Investigations of Extra-Curricular Activities by Paul W. Terry, School Review, March, 1932, V. XL, No. 3, p. 186.

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activities point scale with a like number of seniors scoring zero. The number of boy leaders was larger than the number of girl leaders, but the boy leaders were, on the average, one-half year older, and the girl leaders one-half year younger, than the others of their respective sexes. The leaders were not significantly higher in intelligence, though the girl leaders tended to be. The girl leaders were taller and heavier than the other girls. Both types of leaders were higher in the Socio-Economic scale created by Sims. Generally, as assumed by the writer, it appears that the girls who rose to leadership were more decidedly superior to others of their sex than were the boy leaders.

41. Hours Per Week Per Participant

The Dominance of a Central Tendency.--The lack of response by many schools in specifying actual hours spent by participants handicaps too emphatic an assumption, though there is indicated in Table 20 a tendency for all schools offering and maintaining student government, honor societies and service clubs, to center such activities for an hour, the medians and percentage of schools supporting these medians to be an hour. In comparison of total percentages 15 per cent support one-half an hour, 49 are found in the hour group, eight are found in the two hour classification. In the honor societies, the majority of schools specified that actual weeks of participation were small, usually devoted to the last weeks prior to graduation

or commencement exercises.

Table 20. Percentage distribution of 160 schools showing the median numbers of hours spent per week per participant in Student Government, Honor Societies and Service Clubs.

Kinds of Student Government	MEDIAN HOURS PER WEEK									
	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5
Student Council	8	21	1	2						
Red Cross	1	4		1						
Home Room	1	1		1						
National Honor		1		1						
Girls' Honor		1								
Safety Patrol		1		1		1				
Girl Guides		1			1					
Marshalls		1								
First Aid Clubs		1								
Health Council		1								
Traffic Squad		1		1						
Pro Merito		1		1						
Athletic Council		1								
Girls' Guild		5								
Sportsmanship Brotherhood	2	4								
School Honor Society	1	1								
Junior Honor Society	1	1								
Senior Honor Society	1	1								
Boys' Honor Society		1								

The service clubs, usually functioning throughout the year, would tend, if normal distribution resulted in all the schools, to offer the students more actual hours of participation per week than would the honor societies or student government groups. There appeared in the ranges a greater

or correspondent exercises.

Table 20. Percentage distribution of 120 schools showing the median numbers of hours spent per week participant in student government, honor societies and Debate Clubs.

Kinds of student government	MEDIAN HOURS PER WEEK										
	1	1½	2	2½	3	3½	4	4½	5
Student Council	8	21	1	2					
Red Cross	1	4		4					
Home Room	1	4		4					
National Honor		1		1					
Dial' Honor		1							
Daily Patrol		1		1	1				
Dial Guides		1				1			
Marshalls		1							
First Aid Clubs		1							
Health Council		1							
Traffic Squad		1		1					
Pro Merito		1		1					
Athletic Council		1							
Dial' Guide		3							
Sportsmanship									
Brotherhood	3	4							
School Honor									
Society	1	1							
Junior Honor									
Society	1	1							
Senior Honor									
Society	1	1							
Girl' Honor									
Society		1							

The service clubs, usually functioning throughout the year, would seem, if normal distribution results in all the schools, to offer the students more actual hours of participation per week than works the honor societies or student government groups. There appeared in the groups a greater

divergency in these service clubs than in the other two types, due apparently, to a variety of functions in such organizations.

42. Number of Years Such Organizations Have been Maintained

Comparison of the Various Kinds of Student Government, Honor Societies, and Service Organizations, According to Median Years and Range.--Figure 17 illustrates a varied distribution from a developmental viewpoint of all the organizations. The three greatest medians are seen in the senior honor society, pro-merito group and service club, all evidencing medians of 20 years. The greatest ranges occur in the student council from one to 20 years; the senior honor society with a range from two to 25 years; the ranges indicate the existence of these two organizations and the service club and honor society for boys longer than any other activities existent in this classification.

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42. Number of Years such Organizations Have been Maintained

Comparison of the various plans of student involvement, Honor societies, and Service organizations. According to Median Years and Ranks.--Figure 17 illustrates a varied distribution from a developmental viewpoint of all the organizations. The three prominent medians are seen in the senior honor society, pre-medic group and service club, all evidencing medians of 20 years. The greatest range occurs in the student council from one to 20 years; the senior honor society with a range from two to 20 years; the ranges indicate the existence of these two organizations and the service club and honor society for longer periods than any other activities existant in this classification.

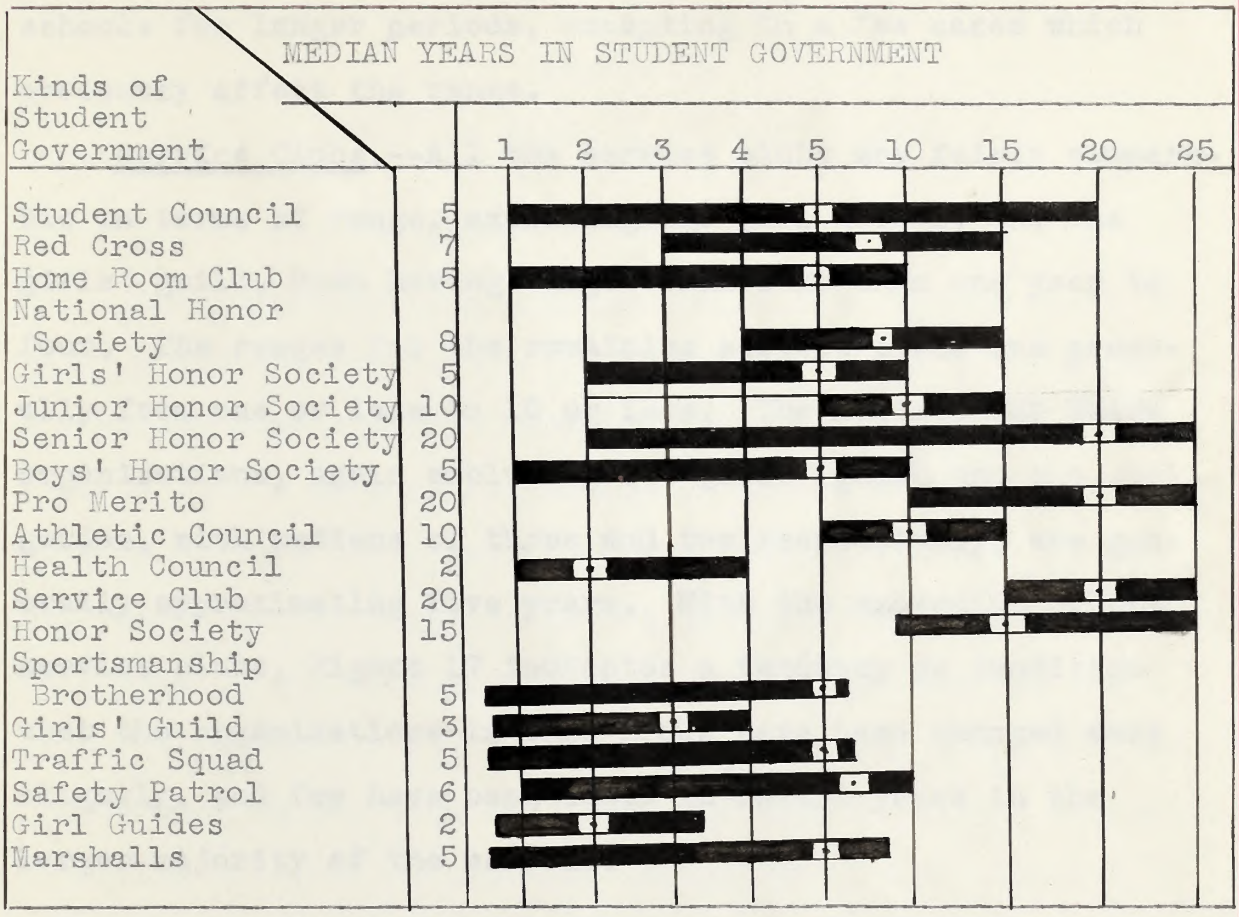


Figure 17. Median Numbers of years the various kinds of Student Government, Honor Societies and Service Clubs have existed in the various schools that support such organizations.

Honor Societies.--The medians for the honor societies, excluding the two previously named, are fairly comparable ranging around ten years. The range for the national honor society, girls' honor society, and junior honor group shows that these have been maintained for at least two years in all the schools reporting, even though the medians are divergent by a few years. Very few such organizations have been devel-

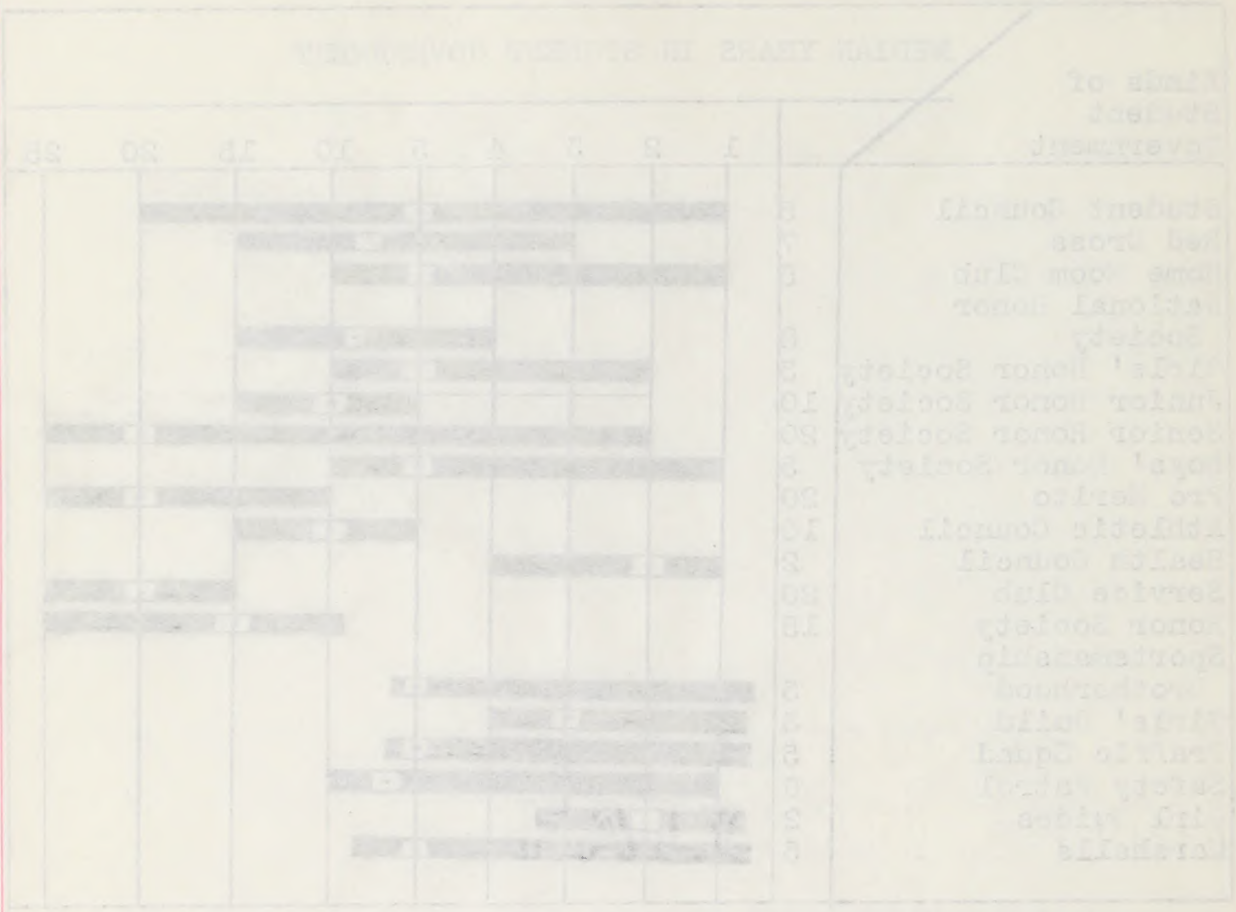


Figure 17. Location "markers" of years the various kinds of Student Government, Honor Societies and Service Clubs have existed in the various schools that support such organizations.

Honor Societies.--The societies for the honor scholars, excluding the two previously named, are fairly numerous ranging around ten years. The ten are the national honor society, girls' honor society, and junior honor group alone that those have been maintained for at least two years in all the schools reported; even though the societies are diversent by a few years. Very few such organizations have been devel-

oped in recent years, tending to have been existent in the schools for longer periods, excepting in a few cases which obviously affect the range.

Service Clubs.--All the service clubs are fairly comparable in terms of range, excluding the girl guides, and the girls' guild, both having ranges from less than one year to four. The ranges for the remaining service clubs are generally from one or less to 10 or less. The medians for these organizations, again excluding the girls' guild and the girl guides, with medians of three and two respectively, are generally approximating five years. With the exception of the service clubs, Figure 17 indicates a tendency or condition that the organizations in this group have been changed very slightly, and few have been added in recent years in the larger majority of the schools.

CHAPTER IX

HOBBY OR SPECIAL INTEREST CLUBS

43. The Sphere of Such Organizations

Kinds of Hobby Clubs Maintained in the Various Types of Schools.--Table 21 reveals the supremacy of hobby clubs in the junior high schools. Examination of each kind of club reveals that a greater percentage of junior high schools maintain such clubs than does any other type of school. In the six-year schools, percentages are generally higher, indicating that type of school supports more hobby clubs than do the senior high schools and four-year type, though there are more frequencies apparent in the four-year type revealing a greater variation in kinds maintained, though the percentages of schools supporting each is lower than the percentage of support in the six-year schools.

Table 21. Kinds of Hobby Clubs maintained and the percentages of schools in each organizational division supporting one or more.

Kinds of School Hobby Organizations	TYPES OF ORGANIZATIONS								TOTAL	
	Junior		Senior		4-Year		6-Year			
(1)	(2)		(3)		(4)		(5)		(6)	
Handicraft	25	47	1	5	10	17	6	21	42	26
Nature	16	30	0	-	1	2	3	11	20	14
Birds	7	13	1	5	1	2	2	7	11	7
Dancing	15	28	1	5	4	7	3	11	23	14
Needlecraft	23	43	0	-	6	10	4	14	33	20

CHAPTER IX

ROOM OF SPECIAL INTEREST CLUBS

45. The Sphere of Such Organizations

Kinds of Hobby Clubs Maintained in the Various Types of Schools.--Table XI reveals the supremacy of hobby clubs in the junior high schools. Examination of each kind of club reveals that a greater percentage of junior high schools maintain such clubs than does any other type of school. In the six-year schools, percentages are generally higher, indicating that type of school supports more hobby clubs than do the senior high schools and four-year type, though there are more frequencies apparent in the four-year type revealing a greater variation in kinds maintained, though the percentages of schools supporting each is lower than the percentage of support in the six-year schools.

Table XI. Kinds of Hobby Clubs Maintained and the Percentages of Schools in Each Organizational Division Supporting One or More.

Kinds of School Hobby Organizations (1)	Types of Organizations										Total (5)	
	Junior (2)		Senior (3)		4-Year (4)			6-Year (5)				
Handicraft	25	47	1	5	10	17	6	21	42	25		
Nature	16	30	0	-	1	2	3	11	20	14		
Birds	7	13	1	5	1	2	2	7	11	7		
Dancing	18	34	1	5	4	7	3	11	23	14		
Needlecraft	23	43	0	-	6	10	4	14	33	20		

Table 21 (continued)

Boats	7	13	0	-	2	3	0	-	9	6
Athletics	17	32	0	-	6	10	5	18	28	17
Book Club	20	39	0	-	2	3	2	7	24	15
Camera Club	10	19	4	19	7	12	5	18	26	16
Camping	2	4	0	-	0	-	0	-	2	1
Collections	10	19	0	-	6	10	2	7	18	11
Electricity	5	9	0	-	1	2	0	-	6	4
Model Club	12	23	0	-	2	3	3	11	17	11
Sewing Club	18	34	0	-	3	5	4	14	25	15
Health Club	5	9	3	14	1	2	2	7	11	7
Stamps	7	13	2	10	6	10	3	11	18	11
Chess	1	2	1	5	1	2	1	4	4	2
Radio	1	2	2	1	4	6	0	-	7	4
Photography	2	4	0	-	1	2	0	-	3	2
Rifle	0	-	0	-	2	3	0	-	2	1
Modern Aircraft	1	2	0	-	1	2	0	-	2	1
Cooking	3	6	0	-	2	3	0	-	5	3
Manuel Training	3	6	0	-	1	2	0	-	4	2
Foods Club	0	-	0	-	0	-	1	4	1	1
Auto Club	1	2	1	5	0	-	0	-	2	1
Horseback Riding	0	-	0	-	1	2	0	-	1	1
Star Club	0	-	1	5	0	-	0	-	1	1
Household Arts	1	2	0	-	0	-	0	-	1	1
Bee Club	1	2	0	-	0	-	0	-	1	1
Travel Club	7	13	0	-	0	-	0	-	7	4
Broadcasters	1	2	0	-	0	-	1	4	1	1
Mothercraft	2	4	0	-	0	-	0	-	2	1
Knitting	10	19	0	-	0	-	0	-	10	6
Gardening	1	2	0	-	0	-	0	-	1	1
Coaching	1	2	0	-	0	-	0	-	1	1
Vacation	1	2	0	-	0	-	0	-	1	1
Entertainment	1	2	0	-	0	-	0	-	1	1
Tap Dancing	2	4	0	-	0	-	0	-	2	1
Astronomy	2	4	0	-	0	-	0	-	2	1
Library	3	6	0	-	0	-	0	-	3	2
Tutoring	1	2	0	-	0	-	0	-	1	1
Printing	2	4	0	-	0	-	0	-	2	1
Coast Guard	1	2	0	-	0	-	0	-	1	1
Checkers	1	2	0	-	0	-	0	-	1	1
Painting	4	8	-	-	-	-	-	-	4	2
Pre Drivers	1	2	-	-	-	-	-	-	1	1
Embroidering	3	0	-	-	-	-	-	-	3	2
Tatting	1	2	-	-	-	-	-	-	1	1
Crocheting	1	2	-	-	-	-	-	-	1	1
Cartoon	1	2	-	-	-	-	-	-	1	1
Leather Craft	1	2	-	-	-	-	-	-	1	1
Tennis	1	2	-	-	-	-	-	-	1	1
Indian Craft	1	2	-	-	-	-	-	-	1	1

Table 21 (continued)

Table 21 (concluded)

Dennison Craft	1	2	-	-	-	-	-	-	1	1
Scrapbook	1	2	-	-	-	-	-	-	1	1
Hiking	2	4	-	-	-	-	-	-	2	1
Stage	1	2	-	-	-	-	-	-	1	1
Projectors	2	4	-	-	-	-	-	-	2	1
Motion Picture	1	2	-	-	-	-	-	-	1	1
Magazine	1	2	-	-	-	-	-	-	1	1

Several of the clubs reported are non-existent in any of the junior high schools. The rifle club, foods club, horseback riding club, star club, are organizations requiring more skill and experience, or of a higher type of previous specialization which the junior high schools cannot expect to discover in its school population.

Fretwell[1/] has justified the supremacy of large numbers of clubs and high percentages of support in the junior high schools in his concept of the junior high school as being "exploratory" in the sense of discovering interests, abilities, and needs. Thus the extra-curriculum program of the junior high schools must be in direct relation to the curriculum and educational objectives. The comprehensiveness of the hobby club program existent in a large percentage of the junior high schools shows encouraging conditions in a great number of the schools.

1/ E. K. Fretwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 241.

Several of the clubs reported are non-existent in any of the Junior High schools. The girls club, Coods club, Horse-back riding club, Hiker club, are organizations requiring some skill and experience, or of a higher type of previous specialization which the Junior High schools cannot expect to discover or in the school population.

Fretwell[1] has justified the supremacy of large numbers of clubs and high percentages of support in the Junior High schools in his concept of the Junior High school as being "exploratory" in the sense of discovering interests, aptitudes, and needs. Thus the extra-curricular program of the Junior High schools must be in direct relation to the curriculum and educational objectives. The cooperativeness of the Junior High program exists in a large percentage of the Junior High schools shows encouraging conditions in a great number of the schools.

[1] E. K. Fretwell, Extra-Curricular Activities in Secondary Schools, op. cit., p. 241.

44. Participation in Hobby Clubs

Comparison of Boy and Girl Membership.--In the majority of the various clubs, boy and girl participation tends to be generally comparable. Differences in membership do not exceed from four to seven pupils, excluding athletics, collections, stamps, photography, bee club, travel club, knitting, gardening, vacation, painting, cartoon, magazine, and the dart club, in the junior high schools. There are existent in the junior high schools, many secular organizations strictly for separate boy and girl participation. The sewing club, household arts, broadcasters, entertainment, tap dancing, embroidery, tatting, crocheting, Dennison-craft, confections and weaving are strictly organized for girls.

Electricity club, chess, radio, modern aircraft, cooking, coaching, astronomy, coast guard, checkers, pre-drivers, leather-craft, tennis and indian-craft are reserved entirely for boys. The total comparison of organizations for boys and those for girls reveals a difference of only one organization more strictly for boys in the junior high schools.

d. Participation in hobby clubs

Comparison of boy and girl participation.--In the majority of the various clubs, boy and girl participation tends to be generally comparable. Differences in membership do not exceed from four to seven pupils, excluding athletics, collections, stamps, photography, bee club, travel club, knitting, gardening, vocation, painting, cartoon, magazine, and the art club, in the Junior High schools. There are evident in the Junior High schools, many secular organizations entirely for separate boy and girl participation. The sewing club, homemaking, broadcasting, entertainment, tap dancing, commercial, tatting, crocheting, Dennison-craft, confections and weaving are strictly organized for girls.

Electricity club, chess, radio, modern aircraft, cooking, coaching, astronomy, coast guard, cheerleaders, pre-nurses, leather-craft, tennis and indian-craft are reserved entirely for boys. The total composition of organizations for boys and those for girls reveals a difference of only one organization more strictly for boys in the Junior High schools.

Table 22. Average Boy and Girl Participation in the various Hobby Clubs in the schools classified according to types of organization.

Kinds of Hobby	TYPES OF ORGANIZATIONS							
	Junior		Senior		4-Year		6-Year	
CLUB	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Handicraft	35	35	5	20	9	19	22	5
Nature	18	14	-	-	-	-	7	15
Birds	16	17	7	1	5	9	9	4
Dancing	27	30	-	40	32	52	17	35
Needlecraft	44	42	-	-	25	12	25	32
Boats	34	-	-	-	12	-	-	-
Athletics	40	48	-	-	53	53	46	33
Book Club	17	18	-	-	22	28	-	-
Camera	15	13	25	17	17	12	14	6
Collections	29	14	-	-	13	6	11	5
Electricity	30	-	-	-	15	-	-	-
Model	18	15	-	-	13	15	15	-
Sewing	-	32	-	-	-	18	-	15
Health	22	25	8	21	-	35	2	5
Stamps	4	32	30	4	11	6	13	6
Chess	20	-	12	7	15	-	-	-
Radio	18	-	-	-	18	-	-	-
Photography	13	8	-	-	-	-	-	-
Rifle	-	-	30	-	27	-	-	-
Modern Aircraft	31	-	-	-	5	6	-	-
Cooking	19	-	-	-	17	-	-	-
Manuel Training	-	-	-	-	-	10	-	-
Foods	-	-	-	-	-	-	-	-
Horseback Riding	-	-	35	15	-	-	-	-
Star Club	-	-	7	8	-	-	-	-
Household Arts	-	22						
Bee Club	15	4						
Travel	15	24						
Broadcaster	-	28						
Mothercraft	-	32						
Knitting	22	44						
Gardening	20	60						
Coaching	40	-						
Vacation	14	32						
Entertainment	-	36						
Tap Dancing	-	100						
Astronomy	25	-						
Library	-	-						

Table 22. Average boy and Girl participation in the various hobby clubs in the schools classified according to types of organization.

Kinds of Hobby	Types of Organization							
	Junior		Senior		4-Year		6-Year	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Clubs	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Aeroplane	35	35	6	20	0	12	22	5
Nature	18	14	-	-	-	-	7	16
Dress	18	17	7	1	6	9	0	4
Sewing	27	30	-	40	32	22	17	35
Needlecraft	44	42	-	-	25	12	25	22
Poets	34	-	-	-	12	-	-	-
Athletics	40	48	-	-	22	22	46	22
Book Club	17	18	-	-	22	22	-	-
Dramas	15	15	25	17	17	12	14	5
Collections	22	14	-	-	12	5	11	5
Electricity	30	-	-	-	15	-	-	-
Metal	18	16	-	-	15	15	15	-
Sewing	-	22	-	-	-	15	-	15
Health	22	22	6	21	-	22	5	5
Stamps	4	22	20	4	11	6	15	5
Chess	20	-	12	7	16	-	-	-
Radio	14	-	-	-	18	-	-	-
Photography	13	5	-	-	-	-	-	-
Kite	-	-	20	-	27	-	-	-
Modern Aircraft	21	-	-	-	5	6	-	-
Boating	12	-	-	-	17	-	-	-
Manual Training	-	-	-	-	-	10	-	-
Zoos	-	-	-	-	-	-	-	-
Horseback Riding	-	-	35	15	-	-	-	-
Star Club	-	-	7	5	-	-	-	-
Nonsense Arts	-	22						
Tea Club	15	4						
Travel	15	24						
Broadcaster	-	22						
Motorcraft	-	22						
Knitting	22	44						
Dancing	20	10						
Boarding	20	-						
Vacation	14	22						
Entertainment	-	22						
Log Cabin	-	100						
Astronomy	22	-						
Literary	-	-						

Table 22 (concluded)

Tutoring	-	-
Coast Guard	22	-
Checkers	16	-
Printing	-	-
Painting	10	20
Pre-Drivers	40	-
Embroidery	-	40
Tatting	-	10
Crocheting	-	35
Cartoon	19	5
Leather-craft	24	-
Tennis	11	-
Indian-craft	27	-
Dennison-craft	-	22
Scrapbook	-	-
Hiking	28	25
Stage	15	20
Magazine	19	4
Projectors	16	1
Confections	-	16
Weaving	-	11
Dart	19	3

In the senior high schools, participation for boys is much higher in terms of average membership. Specific organizations as dancing for girls, and birds and rifle for boys, are organized with restrictions for membership. In the four-year schools, boats, chess, radio and rifle are strictly for boys, and sewing, health and foods are reserved for girl membership. In the 11 clubs not restricting boy or girl membership, six indicate greater average participation by the girls.

The six-year schools reveal only one secular organization for boys, and one for girls, namely, model and sewing clubs, six of the 10 kinds reported, maintaining higher boy participation averages than participation averages for girls.

Table 22 (concluded)

Boxing	-	-									
Coast Guard	22	-									
Dancers	16	-									
Drilling	-	-									
Painting	20	20									
Pre-nurses	40	-									
Radiology	-	40									
Sailing	-	20									
Swimming	-	55									
Tarboon	18	5									
Teacher-craft	24	-									
Tennis	11	-									
Indian-craft	27	-									
American-craft	-	22									
Scrapbook	-	-									
Hiking	28	25									
Stage	15	20									
Magazine	19	4									
Projector	14	1									
Connections	-	15									
Weaving	-	17									
Cars	19	5									

In the senior high schools, participation for boys is much higher in terms of average membership. Specific organizations as dancing for girls, and drum and fife for boys, are organized with restrictions for membership. In the junior school, boxes, chess, radio and fife are activity for boys, and sewing, health and books are reserved for girl members. In the 11 clubs for recreational boy or girl membership, six indicate greater average participation by the girls.

The six-year schools reveal only one secondary organization for boys, and one for girls, namely, model and sewing clubs, six of the 10 kinds reported, substituting higher boy participation average than participation averages for girls.

Comparison of Kinds of Activities According to Average Boy and Girl Participation.--In order to facilitate a more specific comparison, the original classification of the kinds of hobby clubs will be used as the basis of relation. The handicraft club reveals identical means in the junior high schools of 35, four times as many girls in the senior high schools, twice as many girls in the four-year schools, and four times as many boys in the six-year schools.

The nature club is non-existent in the senior high schools and four-year schools, participation in the junior high schools, fairly equal, and in the six-year schools, twice as many girls participate. Birds as a hobby club have comparable means for boys and girls in the junior high school, a mean of seven boys in the senior high schools, five boys and nine girls in the four-year schools, and nine boys and four girls in the six-year type.

Dancing reveals comparable means for boys and girls in the junior high schools of approximately 30 participants, 40 girls in the senior high school, 32 boys and 52 girls in the four-year schools, and 35 girls, twice as many as the average for boys in the six-year schools.

Needlecraft shows comparable means of approximately 44 and 42 boys and girls in the junior high schools, no data in the senior high schools, and 25 boys and 12 girls in the four-year schools. The six-year schools show a mean of 32 girls, exceeding the boys' mean by seven.

Comparison of Clubs of Activities according to Average Boy and Girl Participation.--In order to facilitate a more specific comparison, the original classification of the clubs of boys alone will be used as the basis of relation. The handicrafts club revealed identical means in the junior high schools of 36, four times as many girls in the senior high schools, twice as many girls in the four-year schools, and four times as many boys in the six-year schools.

The sewing club is non-existent in the senior high schools and four-year schools, participation in the junior high schools fairly equal, and in the six-year schools, twice as many girls participate. Girls as a hobby club have comparable means for boys and girls in the junior high school, a mean of seven boys in the senior high schools, nine boys and nine girls in the four-year schools, and nine boys and four girls in the six-year type.

Dancing revealed comparable means for boys and girls in the junior high schools of approximately 30 participants, 40 girls in the senior high school, 32 boys and 32 girls in the four-year schools, and 30 girls, twice as many as the average for boys in the six-year schools.

Woodworkers shows comparable means of approximately 44 and 42 boys and girls in the junior high schools, no data in the senior high schools, and 20 boys and 12 girls in the four-year schools. The six-year schools show a mean of 32 girls, exceeding the boys' mean by seven.

Boats is only present in the junior high schools and four-year schools, revealing a mean of 34 and 12, respectively.

Athletics has the highest means in the four-year achools, with identical boy and girl participation of 53. In the six-year schools, a superiority of boy participation is shown with a mean of 46 participants, and a mean girl participation of 33. The junior high schools are comparable, disclosing means of 40 and 48 for boys and girls, respectively.

The book club is present only in the junior high schools, and four-year schools, with means of 17 and 18 for boys and girls in the junior high schools and 22 and 28 in the four-year schools. The mean girl participation in the camera club is fairly comparable in all types, excepting the six-year schools, approximating 15 members in these three types of schools, and with a mean of six in the six-year schools. Boy means are comparable in all types excepting the senior high school, which reveals a boy mean of 25, exceeding the other means by approximately 10 participants.

Collections in the junior high schools reveal a boy mean of 29 and a girl mean of 14, in the four-year schools a mean of 13 for boys and six for girls, and in the six-year schools a mean of 11 for boys and five for girls.

Electricity functions only as a hobby club in the junior high schools, and the four-year schools, the mean in the junior high schools 15, exceeding the other mean by 15 participants.

boys is only present in the junior high schools and four-year schools, revealing a mean of 34 and 17, respectively.

Athletics has the highest mean in the four-year schools, with identical boy and girl participation of 35. In the six-year schools, a superiority of boy participation is shown with a mean of 45 participants, and a mean girl participation of 35. The junior high schools are comparable, disclosing means of 40 and 45 for boys and girls, respectively.

The book club is present only in the junior high schools and four-year schools, with means of 17 and 14 for boys and girls in the junior high schools and 22 and 28 in the four-year schools. The mean girl participation in the camera club is fairly comparable in all types, excepting the six-year schools, approximating 16 members in these three types of schools, and with a mean of six in the six-year schools. Boy means are comparable in all types excepting the senior high school, which reveals a boy mean of 28, exceeding the other means by approximately 10 participants.

Collections in the junior high schools reveal a boy mean of 22 and a girl mean of 14. In the four-year schools a mean of 12 for boys and six for girls, and in the six-year schools a mean of 11 for boys and five for girls.

Dramatics functions only as a hobby club in the junior high schools, and the four-year schools, the mean in the junior high schools 16, exceeding the other mean of 15 participants.

The model club presents means of 18 and 15 for boys and girls respectively in the junior high schools, 13 and 15 for boys and girls in the four-year schools, and essentially a boys' organization in the six-year schools, with a boy mean of 15.

The sewing club functions as a girls' activity in all types of schools, though absent entirely in the senior high school, with means of 30, two for junior high schools, 18 for four-year schools, and 15 in the six-year schools.

The health club has comparable means in the junior high schools, with means of 22 and 25 for boys and girls. In the senior high schools, there is a supremacy of girl participants, the mean being 21, exceeding the boys' mean by 13. Only girls participate in the health club in the four-year schools with average membership of 35, and in the six-year schools the mean is two for boys and five for girl participation.

45. Number of Hours Per Week Per Participant

Frequency of the One-Hour Classification.--Examination of Table 23 reveals the existing conditions of hobby clubs as being generally one hour per week activities. Thirty-seven of the frequencies were not in the hour classification, 10 reporting less than one hour spent per week per participant in various kinds of hobby clubs, and the remainder reporting greater than one hour per week, four of these reporting one hour and one-half, 14 reporting two hours per week per parti-

The model club presents means of 19 and 18 for boys and girls respectively in the junior high schools, 13 and 16 for boys and girls in the four-year schools, and essentially a boys' organization in the six-year schools, with a boy mean of 13.

The sewing club functions as a girls' activity in all types of schools, though absent entirely in the senior high school, with means of 30, two for junior high schools, 16 for four-year schools, and 15 in the six-year schools.

The health club has comparable means in the junior high schools, with means of 22 and 25 for boys and girls. In the senior high schools, there is a supremacy of girl participants, the mean being 21, exceeding the boys' mean by 13. Only girls participate in the health club in the four-year schools with average membership of 35, and in the six-year schools the mean is two for boys and five for girl participation.

45. Number of Hours Per Week Per Participant

Frequency of the One-Hour Classification.--Examination of Table 23 reveals the existing conditions of hobby clubs as being generally one hour per week activities. Thirty-seven of the frequencies were not in the hour classification, 10 reporting less than one hour spent per week per participant in various kinds of hobby clubs, and the remainder reporting greater than one hour per week, four of these reporting one hour and one-half, 14 reporting two hours per week per parti-

cipant, and the remaining few distributed between three and six hours per week.

Table 23. Distribution of 160 schools showing the numbers of hours spent per week per participant in the various kinds of Hobby Clubs.

Kinds of Hobby Clubs	NUMBER OF HOURS											
	½	1	1½	2	2½	3	3½	4	4½	5	5½	6
Handicraft	1	14		3								
Nature		6										
Birds	1	4										
Dancing		9	1	1								
Needlecraft	1	11		2								
Boats		4										
Athletics	2	6				1		1		1		
Book Club		11		1								
Camera Club	1	8		2	1	1	1	1				
Collections	1	7										
Electricity												
Model Club		6	1	1								
Sewing Club		9		1								
Health Club		4										
Stamp Club	1	7										
Chess Club		2								1		
Checkers		1										
Horseback Riding				1								
Star Club		1										
Radio Club	1	1										1
Modern Aircraft		1										
Dart Club		1										
Library		2										
Rifle Club			1	1						1		
Photography		2										
Manuel Training		2										
Cooking		2										
Auto Club		1										
Vacation		1										
Tutoring		1										
Printing		2										
Coast Guard		1										
Travel		3										
Knitting		3										
Pre-Drivers		1										

eight, and the remaining few distributed between three and six hours per week.

Table 53. Distribution of 160 students showing the numbers of hours spent per week participant in the various kinds of study clubs.

Kinds of study clubs	Number of hours												
	0	1	1½	2	2½	3	3½	4	4½	5	5½	6
Handicraft	1	14		5								
Nature		8										
Girls	1	4										
Dancing		8	1	1								
Needlecraft	1	11		2								
Boats		4										
Athletics	2	6				1		1				1
Book Club		11		1								
Drama Club	1	5		3	1	1	1	1				
Collections	1	7										
Elocutionists												
Model Club		5	1	1								
Sewing Club		4		1								
Health Club												
Song Club	1	4										
Dress Club		3										1
Dressers												
Horseback riding				1								
Star Club		1										
Radio Club	1	1										
Modern Harvest		1										
Park Club		1										
Library		3										
Girls Club			1	1								1
Photography												
Manual training		3										
Cooking		3										
Auto Club		1										
Vocation		1										
Tutoring		2										
Fishing		1										
Boats Hard		2										
Travel												
Knitting												
Tree-Lovers		1										

Table 23 (concluded)

Embroidery		1									
Tatting		1									
Crocheting		1									
Leather-craft		1									
Indian-craft		1									
Dennison-craft		1									
Cartoon		1									
Hiking		1		1							
Oil Painting		1									
Braille		1									
Bead		1									
Weaving		1									
Motion Pictures		1									
Projectors		1									
Confections		1									
Stage		1									
Broadcasters		1									
Bee Club		1									
Astronomy		1									
Scrapbook	1										
Coaching			1								
Mothercraft		1									
Magazine		1									
Household Arts		1									
Entertainment		1									

The greatest distribution of frequencies occurs in the camera club, varying from one-half an hour to four hours. It may be assumed that the unusual distribution of frequencies is due to a provision in the junior high school (it has been previously illustrated that the greatest number of these organizations function only in the junior high school) curriculum to allow for the functioning of these clubs in a regular extra-curriculum or club period weekly.

Table 2n (concluded)

Geology										1				
Acting										1				
Economics										1				
Leather-craft										1				
Sailor-craft										1				
Dramatic-craft										1				
Cartoon										1				
Sailing								1		1				
Oil Painting										1				
Metalic										1				
Lead										1				
Sewing										1				
Motion Picture										1				
Projector										1				
Conversions										1				
Stage										1				
Broadcasters										1				
Bee Club										1				
Astronomy										1				
Scrapbook					1									
Boating				1										
Motion-craft										1				
Separate										1				
Horseback Ride										1				
Entertainment										1				

The greatest distribution of frequencies occurs in the drama club, varying from one-half an hour to four hours. It may be assumed that the numerical distribution of frequencies is due to a provision in the Junior High School (it has been previously illustrated that the greatest number of these organizations function only in the Junior High School) curriculum to allow for the functioning of these clubs in a regular extra-curriculum or club period weekly.

46. Average Number of Years Such Clubs Have Functioned

Comparison According to Types of School Organization.--Handicraft and nature clubs have existed longer in the junior high school than in any other type of school by one or two years. In the four-year schools, both have identical means, though the six-year schools have maintained handicraft three years and nature only one.

Table 24. Average Number of years the various kinds of Hobby Clubs have been maintained in 160 schools.

Kinds of Hobby Clubs	TYPE OF SCHOOL ORGANIZATION				TOTAL MEAN
	Junior	Senior	4-Year	6-Year	
(1)	(2)	(3)	(4)	(5)	(6)
Handicraft	5	-	2	3	3
Nature	4	-	2	1	2
Birds	7	-	8	-	7
Dancing	5	3	2	3	3
Needlecraft	5	-	1	2	3
Boats	6	-	6	-	6
Athletics	7	-	9	5	7
Book Club	5	-	3	-	4
Camera Club	5	4	7	4	5
Camping	10	-	-	-	10
Collections	3	-	4	1	3
Electricity	3	-	1	-	2
Model Club	4	-	3	1	3
Sewing Club	7	-	1	2	3
Health Club	4	3	6	-	4
Stamps	4	6	2	1	3
Chess	-	6	3	-	4
Radio Club	1	-	6	-	3
Photography	-	-	-	-	-
Rifle	-	-	-	-	-
Modern Aircraft	7	1	-	-	4
Cooking	8	-	3	-	5
Manuel Training	-	-	3	-	3

43. Average number of years each club has been in the Junior High School.

Comparison According to Types of School Organization.--Heterogeneous and nature clubs have existed longer in the Junior High School than in any other type of school by one or two years. In the four-year schools, both have identical means, though the six-year schools have maintained heterogeneous groups and nature only one.

Table 24. Average number of years the various kinds of Honor Clubs have been maintained in 180 schools.

Kinds of Honor Clubs (1)	Type of School Organization: Junior (2)	Senior (3)	6-Year (4)	4-Year (5)	Total Mean (6)
Heterogeneous	5	-	5	5	5
Nature	4	-	3	1	3
Girls	7	-	3	-	5
Sewing	3	3	3	3	3
Weightcraft	5	-	2	1	2
Boats	5	-	2	1	2
Athletics	7	-	3	1	3
Boys Club	5	-	2	1	2
Camera Club	5	4	2	4	3
Dancing	10	-	4	1	4
Collections	5	-	1	1	1
Elections	5	-	1	1	1
Model Club	4	-	1	1	1
Sewing Club	7	-	2	1	2
Health Club	4	3	3	1	3
Stage	4	-	2	1	2
Chess	1	-	1	1	1
Radio Club	1	-	1	1	1
Photography	1	-	1	1	1
Kite	1	-	1	1	1
Indoor Aircraft	7	1	1	1	1
Boxing	3	-	1	1	1
Annual Training	-	-	2	-	2

Table 24 (concluded)

Foods Club	-	-	-	3	3
Auto Club	-	1	-	-	1
Horseback Riding	-	3	-	-	3
Star Club	-	3	-	-	3
Household Arts	1	-	-	-	1
Bee Club	2	-	-	-	2
Travel	3	-	-	-	3
Broadcasters	2	-	-	-	2
Mothercraft	5	-	-	-	5
Knitting	2	-	-	-	2
Gardening	1	-	-	-	1
Coaching	1	-	-	-	1
Vacation	1	-	-	-	1
Entertainment	2	-	-	-	2
Tap Dancing	7	-	-	-	7
Astronomy	4	-	-	-	4
Library	3	-	-	-	3
Tutoring	-	-	-	-	-
Printing	2	-	-	-	2
Coast Guard	1	-	-	-	1
Checkers	2	-	-	-	2
Printing	2	-	-	-	2
Pre-Drivers	3	-	-	-	3
Embroidery	2	-	-	-	2
Tatting	2	-	-	-	2
Crocheting	2	-	-	-	2
Cartoon	2	-	-	-	2
Leather-craft	2	-	-	-	2
Tennis	-	-	-	-	-
Indian-craft	2	-	-	-	2
Dennison-craft	2	-	-	-	2
Scrapbook	-	-	-	-	-
Hiking	2	-	-	-	2
Stage	1	-	-	-	1
Projector	4	-	-	-	4
Motion Pictures	1	-	-	-	1
Magazine	3	-	-	-	3

Birds are comparable in all classifications, the mean being approximately seven in all types of schools. Dancing reveals a longer existence in the junior high school, with a mean of five years, the senior schools and the six-year

Table 24 (concluded)

Foods club	1	1	1	1	5
Arts club	1	1	1	1	5
Horseback riding	1	1	1	1	5
Star club	1	1	1	1	5
Tuesday club	1	1	1	1	5
Bee club	1	1	1	1	5
Travel	1	1	1	1	5
Coordinators	1	1	1	1	5
Motorcycle	1	1	1	1	5
Knitting	1	1	1	1	5
Tatting	1	1	1	1	5
Dancing	1	1	1	1	5
Vocation	1	1	1	1	5
Entertainment	1	1	1	1	5
Rag weaving	1	1	1	1	5
Astronomy	1	1	1	1	5
Library	1	1	1	1	5
Modeling	1	1	1	1	5
Printing	1	1	1	1	5
Coast Guard	1	1	1	1	5
Theatre	1	1	1	1	5
Printing	1	1	1	1	5
Pre-lawyer	1	1	1	1	5
Embroidery	1	1	1	1	5
Writing	1	1	1	1	5
Grooming	1	1	1	1	5
Cartoon	1	1	1	1	5
Leather-craft	1	1	1	1	5
Tennis	1	1	1	1	5
Indian-craft	1	1	1	1	5
Dominion-craft	1	1	1	1	5
Scrapbook	1	1	1	1	5
Hiking	1	1	1	1	5
Shop	1	1	1	1	5
Projector	1	1	1	1	5
Motion pictures	1	1	1	1	5
Magazine	1	1	1	1	5

Grade are comparable in all classifications, the mean being approximately seven in all types of schools. Sampling reveals a lower existence in the junior high school, with a mean of five years, the senior schools and the six-year

schools showing a three-year mean and the four-year schools a two-year mean. Needlecraft shows a five-year mean in the junior high schools, not reported in the senior high schools, and a one-year and two-year average in the four and six-year schools respectively.

Boats reveals a six-year mean in the junior high school and the four-year schools. Athletics have the highest mean of nine years in the four-year school, seven years in the junior high schools, and a five-year mean in the six-year schools. The book club shows a five and three-year mean in the junior high schools and four-year schools respectively.

The camera club reveals the greatest mean of seven years in the four-year schools, though the others are fairly comparable, with means of five, four, and four in the junior high schools, senior high schools, and six-year schools.

The camping club has existed in the junior high schools for an average of 10 years, no data reported for other types of schools.

Collections have a mean of four years in the four-year schools, three years in the junior high schools, and one year in the six-year schools.

Electricity reveals a three-year mean in the junior high schools and a one-year mean in the four-year schools.

The model club shows a four-year superiority in the junior high schools and a three-year mean in the four-year schools, the six-year schools having only a one-year average number

schools showing a three-year mean and the four-year schools a two-year mean. Weedlaverft shows a five-year mean in the junior high schools, not reported in the senior high schools, and a one-year and two-year average in the four and six-year schools respectively.

Goats reveals a six-year mean in the junior high school and the four-year schools. Athletics have the highest mean of nine years in the four-year school, seven years in the junior high schools, and a five-year mean in the six-year schools. The book club shows a five and three-year mean in the junior high schools and four-year schools respectively.

The camera club reveals the greatest mean of seven years in the four-year schools, though the others are fairly comparable, with means of five, four, and four in the junior high schools, senior high schools, and six-year schools.

The camping club has existed in the junior high schools for an average of 10 years, no data reported for other types of schools.

Collections have a mean of four years in the four-year schools, three years in the junior high schools, and one year in the six-year schools.

Dramatics reveals a three-year mean in the junior high schools and a one-year mean in the four-year schools.

The model club shows a four-year superiority in the junior high schools and a three-year mean in the four-year schools, the six-year schools having only a one-year average membership.

of years.

The sewing club possesses a mean of seven years in the junior high schools and a one and two year mean in the four-year and six-year schools.

The health club possesses the greatest mean in the four-year schools of six years, the junior high school mean four, and the senior high school mean three.

The remaining kinds of hobby clubs are quite generally of a junior high school nature, very few of the other types of schools maintaining them. The greater number of hobby clubs have been maintained the greatest length of time in the junior high schools, though all schools maintaining such organizations, tend to have supported such organizations a comparable length of time.

Comparison of the Kinds of Activities.--The five organizations that have been maintained the longest in all classifications as revealed in Table 24 are camping, tap dancing, birds, athletics, and boats. The remaining organizations all have average numbers of years of five and less. The newest organizations in the schools are motion pictures, stage, coast guard, vacation, coaching, gardening, household arts, and automobile, all possessing means of one year.

of years.

The sewing club possesses a mean of seven years in the junior high schools and a one and two year mean in the four-year and six-year schools.

The health club possesses the greatest mean in the four-year schools of six years, the junior high school mean four, and the senior high school mean three.

The remaining kinds of hobby clubs are quite generally of a junior high school nature, very few of the other types of schools maintaining them. The greater number of hobby clubs have been maintained the greatest length of time in the junior high schools, though all schools maintaining such organizations, tend to have supported such organizations a comparable length of time.

Comparison of the Kinds of Activities.--The five organizations that have been maintained the longest in all classifications as revealed in Table 24 are camping, tap dancing, circus, athletics, and boats. The remaining organizations all have average numbers of years of five and less. The newest organizations in the schools are motion pictures, stage, coast guard, vacation, coaching, gardening, household arts, and automobile, all possessing means of one year.

CHAPTER X

SUBJECT-MATTER OR DEPARTMENTAL ORGANIZATIONS

47. General Sphere of These Activities

Relation to the Curriculum.--One of the accepted trends of the extra-curriculum movement seems to indicate that these organizations, in part, are becoming inter-related with the regular curriculum under direct departmental supervision. Roemer[1/] writes "perhaps one of the most gratifying trends in this general field is the tendency for extra-curriculum activities to become inter-curriculum activities." "There is a tendency to link the extra-curriculum work in the school with the academic curricular program and to relate the two in every possible way." "There is being worked out the rather fundamental idea that the clubs and other extra-curriculum activities of the school should be coordinated in every way with the academic curriculum and thus enrich and strengthen the so-called 'Regular' work."

Fretwell[2/] has described the departmental control in the Holmes Junior High School of Philadelphia, which, in 1924, initiated a plan by which the complete extra-curriculum program

1/ Joseph Roemer, Tendencies in the Development of Extra-Curriculum Activities, op. cit. p. 671.

2/ Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 262.

consisting of 78 clubs, were related and inter-related with the 11 major academic departments. There is no universal agreement as to policy in this phase of the extra-curriculum program, though expression by authorities indicate a progressive tendency to encourage departmental supervision wherever possible.

48. Kinds of Departmental Organizations Maintained

Relation of Type of School Organization to Maintenance.--The junior high schools reveal two major kinds of such departmental organizations, i.e., the science club and the art club, supported by approximately one-fourth of the schools. The science club seems fairly equally supported in other types of schools, excepting the six-year schools, only seven per cent maintaining a science club.

Table 25. Percentage Distribution of 160 schools of various organizational types showing the kinds of departmental organizations maintained in each classification.

Kinds of Subject Matter Organizations	TYPES OF ORGANIZATIONS								TOTAL	
	Junior		Senior		4-Year		6-Year			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Literary Club	4	8	3	14	3	5	1	4	11	7
English Club	1	2	1	5	2	3	0	-	4	2
Story Club	4	8	0	-	1	2	0	-	5	3
Science Club	12	23	5	24	12	21	2	7	31	19
Mathematics Club	1	2	2	10	1	2	2	7	6	4
French Club	6	11	5	24	14	24	8	29	33	20
Latin Club	2	4	2	10	8	14	2	7	14	9
German Club	1	2	3	14	5	9	1	4	10	6
Business Club	0	-	5	24	1	2	2	7	8	5
Home Economics Club	8	15	2	10	2	4	1	4	13	8
Art Club	12	23	3	14	5	9	0	-	20	12
Typing Club	3	6	0	-	1	2	0	-	4	2
History Club	4	8	1	5	2	3	1	4	8	5
Spanish Club	0	-	1	5	3	5	0	-	4	2

The art club receives most prominence in the junior high school, absent in the six-year schools, and by less than a fifth of the schools in the senior high and four-year schools.

The senior high schools indicate a dominance of the french club, business club and science club, all approximately supported by one-fourth of the schools. The french club is maintained in a comparable percentage of schools in the four-year and six-year schools, though evident in only one-tenth

Table 25. Percentage distribution of 150 students of various organizational types showing the kinds of departmental organizations maintained in each classification.

Kinds of Subject Matter departmental-sations	TYPES OF ORGANIZATIONS										TOTAL	
	Junior		Senior		4-Year		5-Year					
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)		
Literary Club	4	8	5	14	3	6	1	4	11	7		
English Club	2	3	1	3	3	8	0	1	4	3		
Story Club	4	8	0	1	1	3	0	1	5	3		
Science Club	12	25	8	24	12	21	8	7	21	13		
Mathematics Club	1	2	2	10	1	3	1	1	5	4		
French Club	5	11	5	24	14	24	5	20	33	20		
Latin Club	2	4	2	10	8	14	2	7	14	9		
Lesson Club	1	2	3	14	3	5	4	14	10	6		
Business Club	0	1	5	24	1	2	2	7	8	5		
Home Economics Club	8	16	2	10	2	4	1	4	13	8		
Art Club	12	25	3	14	5	9	0	1	20	12		
Singing Club	2	4	0	1	2	3	0	1	4	2		
History Club	4	8	1	3	2	3	0	1	8	5		
Spanish Club	0	1	1	3	3	5	0	1	4	2		

of the junior high schools. The four-year schools emphases are apparent in the science club and french club. The one outstanding kind of departmental club in the six-year schools is also the french club.

The literary club receives most recognition in the senior high school, functioning in 14 per cent of the schools, though rather weak in other types. English clubs receive slight attention, supported by one-twentieth or less of the schools in each classification. The mathematics club is strictly a senior high school club, maintained by one-tenth of these schools, and small percentages of schools in other types.

The latin and german clubs are fairly comparable in all types of schools, receiving major emphasis in the senior high school and four-year schools. The business clubs apparently are in the senior high school realm, supported by approximately one-fourth of the schools.

The story club, history club and spanish club are weak in all classifications, and maintained in total by only a small percentage of schools. Home economics as a departmental subject is carried on a club basis and reported to be most prominent in the junior and senior high schools, though maintained in less than one-tenth of the schools on an extra-curriculum basis.

of the junior high schools. The four-year schools emphasize are apparent in the science club and French club. The one outstanding kind of departmental club in the six-year schools is also the French club.

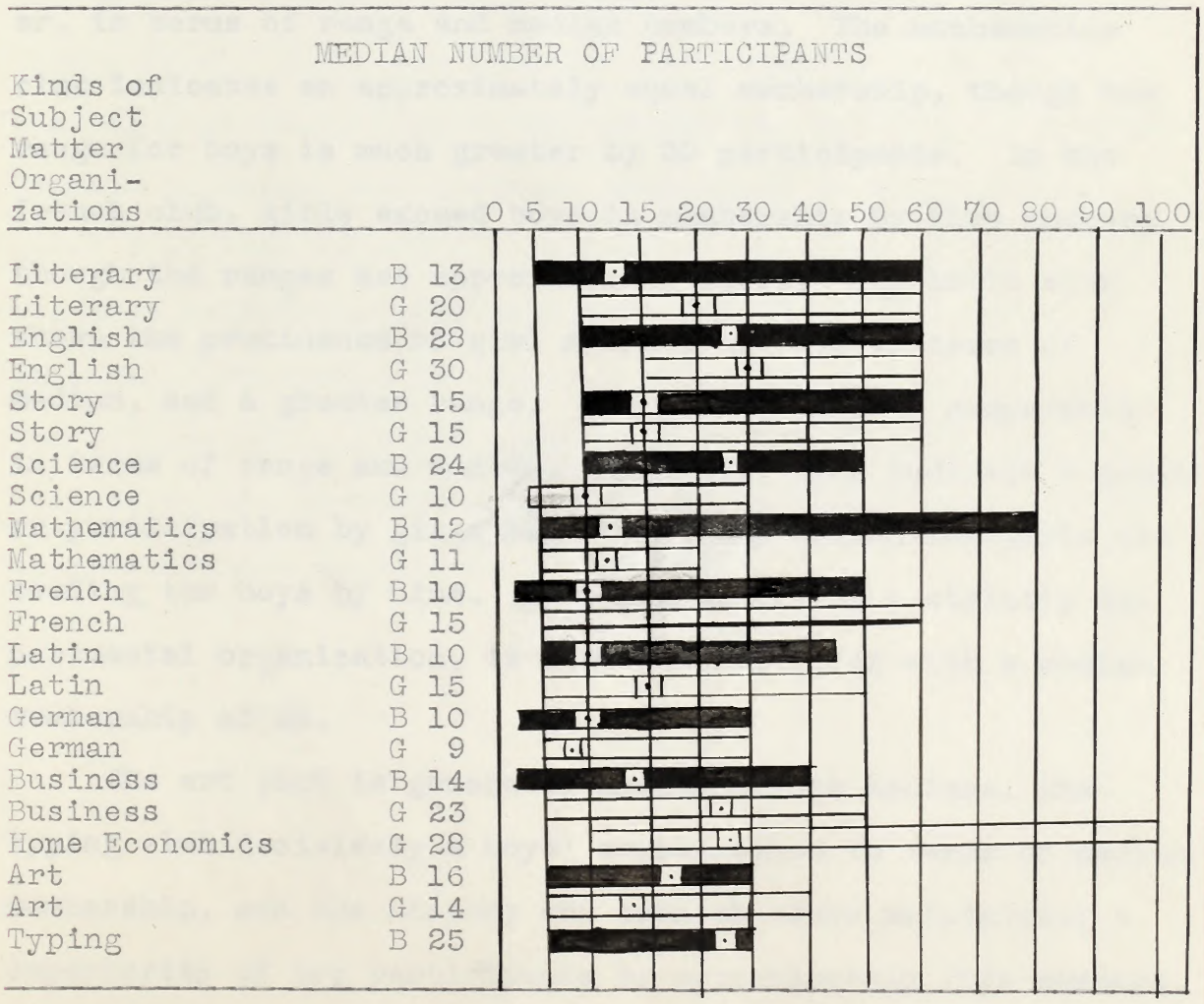
The literary club receives most revolution in the senior high school, functioning in 14 per cent of the schools, though rather weak in other types. English clubs receive eight selection, supported by one-twelfth or less of the schools in each classification. The mathematics club is certainly a senior high school club, maintained by one-half of these schools, and small percentages of schools in other types.

The Latin and German clubs are fairly comparable in all types of schools, receiving major emphasis in the senior high school and four-year schools. The Spanish clubs apparently are in the senior high school realm, supported by approximately one-fourth of the schools.

The stor. club, history club and spanish club are weak in all classifications, and maintained in total by only a small percentage of schools. Home economics as a departmental subject is carried on a club basis and reported to be most prominent in the junior and senior high schools, though maintained in less than one-tenth of the schools on an extra-curricular basis.

49. Participation in Departmental Organizations

Equality of Median Membership.--Figure 18 shows a marked tendency for participation to maintain more centralized medians than other kinds and types of extra-curriculum organizations. The lowest median is eight and the highest 30. The central tendency is 15 participants. The medians for english and literary clubs are generally higher than for language clubs and science groups.



40. Participation in Departmental Organizations

<u>Variability of median tendency</u>.--Figure 12 shows a marked tendency for participation to maintain more centralized medians than other kinds and types of extra-curricular organizations. The lowest median is eight and the highest 30. The central tendency is 18 participants. The medians for English and literary clubs are noticeably higher than for language clubs and science groups.

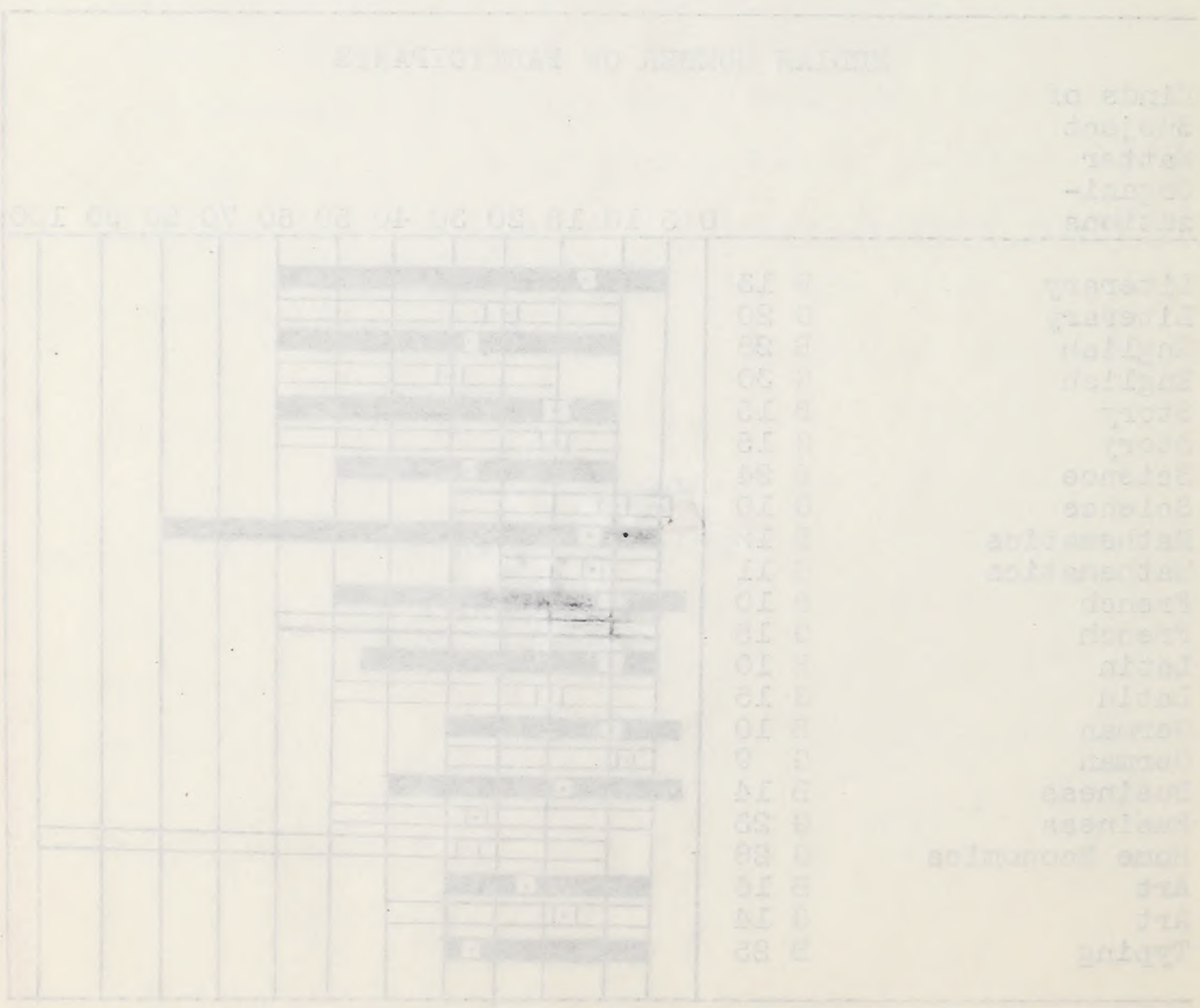


Figure 18 (concluded)

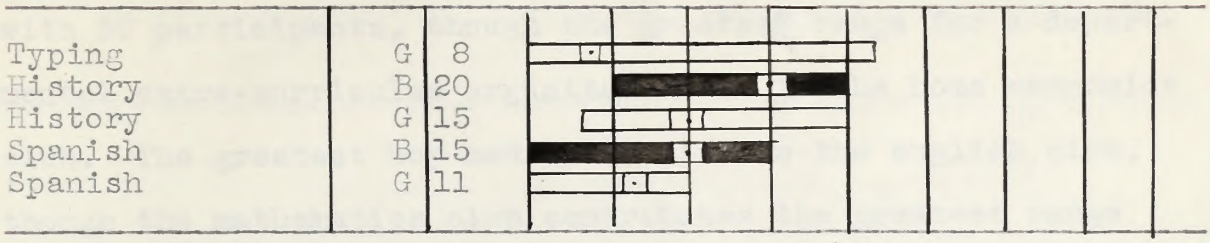


Figure 18. A Comparison of Boy and Girl Participation in the various kinds of Departmental Organizations.

Comparison of Boy and Girl Participation.--Boy participation in the literary, english and story clubs is fairly equal. In the science club, boy participation is unquestionably greater, in terms of range and median numbers. The mathematics club indicates an approximately equal membership, though the range for boys is much greater by 30 participants. In the french club, girls exceed boys in membership by five members, though the ranges are approximately equal. The latin club shows the prominence of girl members by five in terms of median, and a greater range. The german club is comparable in terms of range and median. Business clubs indicate a greater participation by girls than boys, the median for girls exceeding the boys by nine. Home economics, as a strictly departmental organization, is reserved for girls with a median membership of 28.

The art club is generally comparable in medians, the typing club decisively a boys' organization in terms of median membership, and the history and spanish clubs maintaining a superiority of boy participants by approximately five members.

Figure 16 (continued)

Figure 16. A comparison of boy and girl participation in the various kinds of interscholastic organizations.

Comparison of Boy and Girl Participation.--Boy participation in the literary, English and story clubs is fairly equal. In the science club, boy participation is unquestionably greater, in terms of range and median numbers. The mathematics club indicates an approximately equal membership, though the range for boys is much greater by 30 participants. In the French club, girls exceed boys in membership by five members, though the ranges are approximately equal. The Latin club shows the prominence of girl members by five in terms of median, and a greater range. The Spanish club is comparable in terms of range and median. Athletics clubs indicate a greater participation by girls than boys, the median for girls exceeding the boys by nine. These conditions, in a athletic departmental organization, is responsible for girls with a median membership of 23.

The art club is generally comparable in medians, the singing club decisively a boys' organization in terms of median membership, and the library and annual clubs maintaining a superiority of boy participation by approximately five members.

The greatest girl median is discovered in the english club with 30 participants, though the greatest range for a departmental extra-curriculum organization is in the home economics club. The greatest boy median is also in the english club, though the mathematics club contributes the greatest range for a boys' organization.

50. Actual Hours Spent in Participation

Comparison of Numbers of Hours per Week per Pupil in the Various Kinds of Departmental Organizations.--Table 26 shows the emphasis placed on departmental organizations from a consideration of hours per week per participant, to be quite generally an hour, with single exceptions existing in greater numbers of hours, and frequent conditions in which schools spend less than one hour. Obviously, the lack of such organizations definitely prohibits significant conclusions as to probable development in terms of hours per week per pupil. The science club, french club, home economics club, and art club offer the greatest amount of time in the single schools to participants in such organizations.

The greatest girl median is discovered in the English club with 50 participants, though the greatest range for a departmental extra-curricular organization is in the home economics club. The greatest boy median is also in the English club, though the mathematics club contributes the greatest range for a boys' organization.

50. Actual hours spent in participation

Comparison of numbers of hours per week per pupil in the various kinds of departmental or activities.--Table 26 shows the equivalents placed on departmental organizations from a consideration of hours per week per participant, to be quite generally an hour, with six exceptions entailing in greater numbers of hours, and frequent conditions in which activities spend less than one hour. Obviously, the task of such organizations definitely modifies significant conclusions as to probable development in terms of hours per week per pupil. The science club, French club, home economics club, and art club offer the greatest amount of time in the single activity to participants in such organizations.

Table 26. Distribution of 160 schools showing the hours spent per week per participant in the various kinds of departmental organizations.

Kinds of Subject Matter	MEDIAN NUMBER OF HOURS					
	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$	
(1)	(2)	(3)	(4)	(5)	(6)	
Literary	1	7				
English		2				
Story		2				
Science	2	12		1		
Mathematics		3				
French	4	11		1		
Latin	2	5				
German	2	4				
Business	1	3	1			
Home Economics	1	9		1		
Art Club	1	8		1		
Typing		2	1			
History	1	4				
Spanish		2				

51. Number of Years Departmental Organizations Have Been Maintained

Comparison According to Median Numbers and Ranges.--The literary club, the english club, the french club, the business club, and the home economics club, all possess medians of five years, though the range of years for the literary club is greater by 30 years than any other kind of organization in this classification. The range for the english club is the smallest from two to six years.

Table 30. Distribution of 120 schools showing the hours spent per week per participant in the various kinds of departmental organizations.

Kinds of Publication Letter	Number of Hours Spent				
	0	1	1½	2	2½
(1)	(2)	(3)	(4)	(5)	(6)
Literary	1				
English		2			
Story		2			
Science	2	12		1	
Advertising		2			
French	4	11		1	
Latin		2			
German	2	4			
Spanish	1	2	1		
Home Economics	1	2		1	
Art Club	1	2		1	
Typing		2	1		
History	1	2			
Spanish		2			

31. Number of years organized or existing are been indicated

Comparison according to Section Numbers and purpose.--The literary club, the English club, the French club, the Spanish club, and the home economics club, all possess sections of five years, though the range of years for the literary club is greater by 50 years than any other kind of organization in this classification. The range for the English club is the smallest from two to six years.

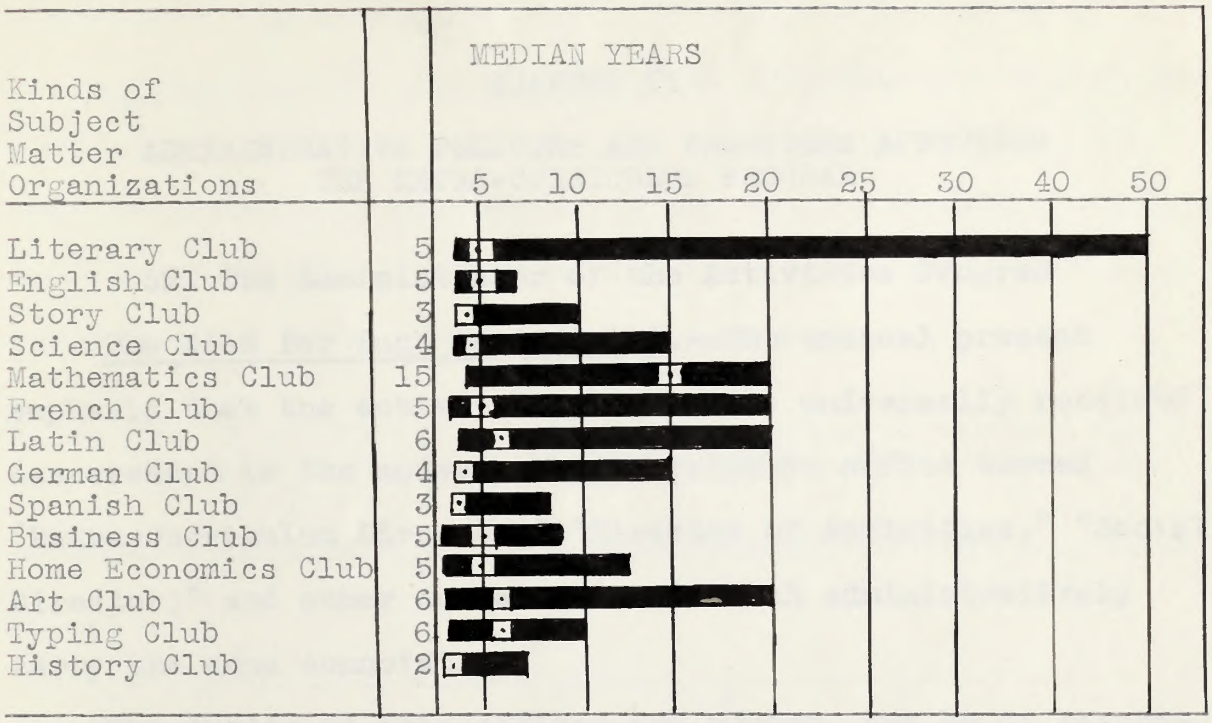


Figure 19. Median Numbers of years the various kinds of departmental organizations have been maintained in the 160 schools investigated.

Figure 19 indicates the extreme number of years the mathematics club has been supported, showing a median of 15 years, with a range of from two to 20. The art club, typing club and latin club evidence medians of six years, the ranges for the art club and latin club are identical, though the typing club is much smaller.

The science club and german club present equal medians of four years each and identical ranges from one to 15. Developmentally, there is less difference in the medians and ranges in this type of extra-curriculum activity than in the others, indicating a recency of growth and fairly constant organization.

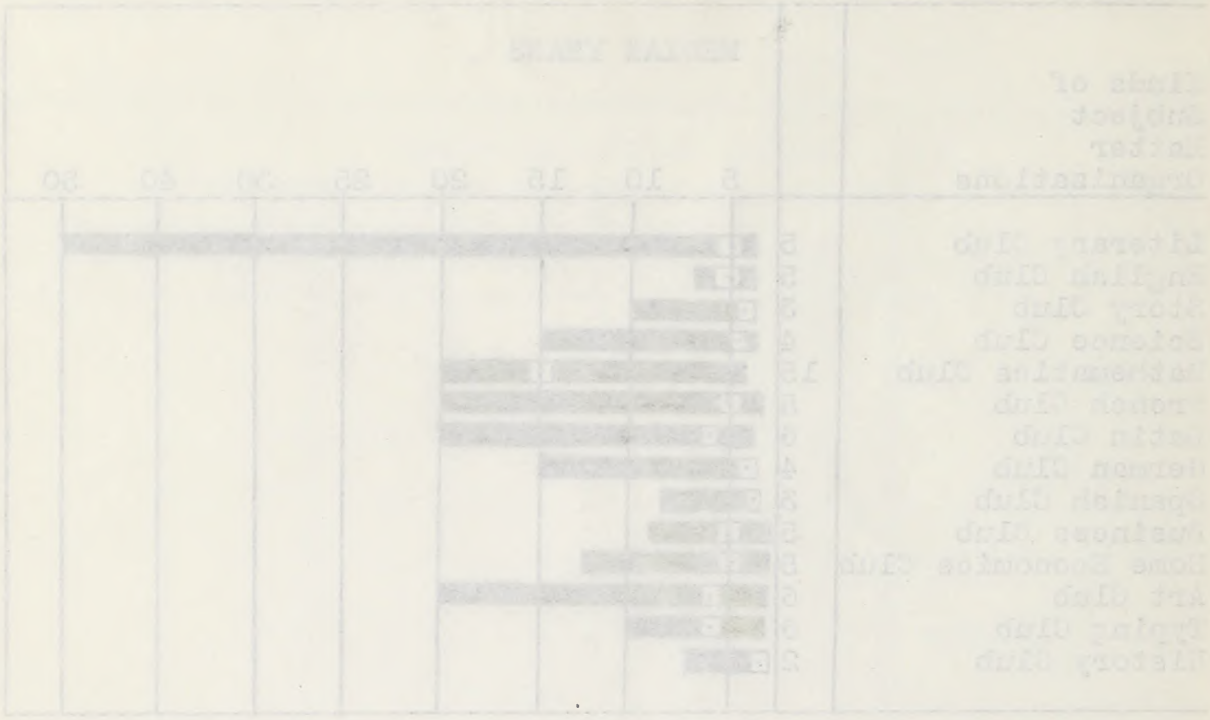


Figure 19. Median numbers of years the various clubs of departmental or organizations have been maintained in the 100 schools investigated.

Figure 19 indicates the median number of years the mathematics club has been supported, showing a median of 15 years, with a range of from two to 20. The art club, typing club and latin club evidence medians of six years, the ranges for the art club and latin club are identical, though the typing club is much smaller.

The science club and german club present equal medians of four years each and identical ranges from one to 15. Developmentally, there is less difference in the medians and ranges in this type of extra-curriculum activity than in the others, indicating a tendency of growth and fairly constant organization.

CHAPTER XI

ADMINISTRATIVE POLICIES AND PRACTICES AFFECTING THE EXTRA-CURRICULUM PROGRAM

52. The Administrator of the Activities Program

The Need for Such an Official.--The unusual present emphasis that the activities program has universally received has created in the modern school system an office termed "Extra-Curriculum Director," "Director of Activities," "Social Director," and other current titles which administratively carry the same connotation.

The duties of this officer are varied, but he is responsible for the organization, administration and supervision of the entire extra-curriculum program. He must balance the activities; assist and guide sponsors; assist in direct relation to the guidance director in aiding students in their selection of activities; articulate the individual organizations to fit into the complete student government plan; he must work with the principal in securing the most efficient results in the development of the program; he must educate and re-educate the faculty in objectives, aims, philosophy and desired results of extra-curriculum activities; he must organize the faculty into committees for assistance in various techniques of the administration of the program; such are some of the fundamental duties that the head of the extra-curriculum

program is responsible for as an official in charge of this function of the school.

Actual Existing Practices.--From the reported data it becomes unquestionably apparent from examination of Table 27 that the schools of Massachusetts are still allowing the duties and responsibilities of the administration of the extra-curriculum program to be assumed by the principal.

Table 27. Practices existent in 160 schools of various enrollment classifications of the extra-curriculum program.

Functionary Responsibilities for the Administration	ENROLLMENT GROUPS										TOTAL	
	100 and fewer		101-300		301-750		751-2000		2000 and greater			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Principal	10	91	40	85	44	77	25	67	5	62	124	77
Assistant Principal	-	-	1	2	1	2	2	5	-	-	4	2
Guidance Director	-	-	1	2	1	2	-	-	1	12	3	2
Extra-Curriculum Director	-	-	-	-	-	-	1	3	1	12	2	7
Appointed Teacher	1	9	3	6	6	10	7	19	1	12	18	11
Not Specified	-	-	2	4	5	9	2	5	-	-	9	6

In greater than 50 per cent of the schools, respondents reported combinations of various school officials assisting the principal in the administration of the program. Some

program is responsible for as an official in charge of this function of the school.

Actual Existing Practices.--From the reported data it becomes unquestionably apparent from examination of Table 27 that the schools of Massachusetts are still allowing the duties and responsibilities of the administration of the extra-curriculum program to be assumed by the principal.

Table 27. Practices existent in 160 schools of various enrollment classifications of the extra-curriculum program.

Functionary Responsibilities for the Administration	Enrollment Groups											
	100 and fewer		101-200		201-750		751-2000		2000 and greater		TOTAL	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Principal	10	91	40	85	64	77	25	67	5	62	124	77
Assistant Principal	-	-	1	2	1	2	2	6	-	-	4	2
Guidance Director	-	-	1	2	1	2	-	-	1	12	3	2
Extra-Curriculum Director	-	-	-	-	-	-	1	3	1	12	2	7
Appointed Teacher	1	9	3	6	8	10	7	19	1	12	18	11
Not Specified	-	-	2	4	5	9	2	5	-	-	9	6

In greater than 50 per cent of the schools, respondents reported combinations of various school officials assisting the principal in the administration of the program. Some

reported guidance director and principal; supervisors and principal; faculty committee and principal; an appointed teacher [meaning in some cases the extra-curriculum director, though reported as an appointed teacher] and principal; physical educator and principal, revealing that the principal in more than half of the schools is assisted to some extent.

Considering hypothetically that all the schools supported extra-curriculum directors, the principal would eventually in all serious problems assert his jurisdiction, but in the innumerable routine problems associated with an effective functioning of the program, the principal is far too busy in other capacities as the head officer of the school. It becomes increasingly apparent that a great number of the schools place too much extra-curriculum responsibility on the principal, 77 per cent reporting the principal as the official administrator.

Only one per cent reported an extra-curriculum director officially, though the writer assumes that many schools failed to title the appointed teacher as such, even though a mere 11 per cent place the administrative responsibility on a teacher.

The assistant principal is definitely responsible in a small percentage of the schools, reported as the extra-curriculum official in two per cent of the schools, though working in conjunction with the principal in a much larger percentage.

The guidance director controls the extra-curriculum pro-

reported guidance director and principal; supervisors and principal; faculty committee and principal; an appointed teacher [teaching in some cases the extra-curriculum director, though reported as an appointed teacher] and principal; physical educator and principal, revealing that the principal in more than half of the schools is assisted to some extent.

Considering hypothetically that all the schools supported extra-curriculum directors, the principal would eventually in all serious problems assert his jurisdiction, but in the innumerable routine problems associated with an effective functioning of the program, the principal is too busy in other capacities as the head officer of the school. It becomes increasingly apparent that a great number of the schools place too much extra-curriculum responsibility on the principal. 77 per cent reporting the principal as the official administrator.

Only one per cent reported an extra-curriculum director officially, though the writer assumes that many schools failed to title the appointed teacher as such, even though a more 11 per cent place the administrative responsibility on a teacher.

The assistant principal is distinctly responsible in a small percentage of the schools, reported as the extra-curriculum official in two per cent of the schools, though working in conjunction with the principal in a much larger percentage.

The guidance director controls the extra-curriculum pro-

gram in two per cent of the schools, though likewise, collaborates with the principal in administrative routines in a much larger percentage of schools.

Comparison of Enrollments and Administrative Responsibility.--In the 100 and fewer classification, there exists the overwhelming percentage of schools allowing the principal to assume administrative responsibility. The 101-300 group tends to distribute with a decreasing percentage of schools reporting the dominance of the principal. It is apparent that as enrollments increase the responsibility for the administration of the program tends to decrease from the principal's jurisdiction.

The reason for such conditions may be the necessity of more careful organization of the school in large enrollment groups; the added duties of the principal in larger schools; the accepted need for an extra-curriculum director; the lack of financial adequacy in the lower enrollment classes; or other such important considerations that would definitely affect the provision for such an official.

Relation of the Types of School Organization to Amount of Time Spent per Week by the Official Responsible for the Administration of the Extra-Curriculum Program.--The interpretation of Table 28 results in the assumption that very little time is spent administratively by one individual in the schools throughout the state. Undoubtedly, routine procedures are delegated to various teachers which allow for the individual

gram in two per cent of the schools, then it likewise coincides with the principal in administrative routines in a much larger percentage of schools.

Comparison of Enrollments and Administrative Responsibility.--In the 100 and lower classification, there exists the overwhelming percentage of schools allowing the principal to assume administrative responsibility. The 101-300 group tends to distribute with a decreasing percentage of schools reporting the dominance of the principal. It is apparent that as enrollments increase the responsibility for the administration of the program tends to increase from the principal's jurisdiction.

The reason for such conditions may be the necessity of more careful organization of the school in large enrollment groups; the added duties of the principal in larger schools; the accepted need for an extra-curriculum director; the lack of financial adequacy in the lower enrollment classes; or other such important considerations that would definitely effect the provision for such an official.

Relation of the Types of School Organization to Amount of Time Spent per Week by the Official Responsible for the Administration of the Extra-Curriculum Program.--The interpretation of Table 28 results in the assumption that very little time is spent administratively by one individual in the schools throughout the state. Undoubtedly, routine procedures are delegated to various teachers which allow for the individual

responsible for such duties to spend little time in actual administrative routine. Only one per cent of the schools report a half-hour spent by the administrator, 17 per cent report one hour, and 19 per cent report two hours.

Table 28. Percentages of schools of the various organizational types showing numbers of hours spent per week by the administrator of the extra-curriculum program in attending to the associated extra-curriculum duties.

	TYPES OF ORGANIZATIONS			
	Junior	Senior	4-Year	6-Year
½	-	-	-	7
1	21	14	21	7
1½	-	-	-	4
2	24	19	17	11
2½	-	-	-	4
3	13	-	5	7
4	6	5	2	7
5	6	14	3	4
6	2	5	2	-
7	2	-	2	4
8	-	-	-	-
9	-	-	-	-
10	-	10	3	4

The central tendency in the junior high schools apparently ranges from one to three hours per week. In the senior high schools the central emphasis is much broader, the largest percentages from one to five hours, though 10 per cent of this classification report 10 hours spent per week by the administrator. In the four-year type, the largest percentages exist in the range from one to three hours, with small percentages

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Table 29. Percentages of schools of the various organizational types showing numbers of hours spent per week by the administrator of the extra-curricular program in attending to the associated extra-curriculum duties.

	TYPES OF ORGANIZATIONS			
	Junior	Senior	4-Year	6-Year
Hours				
1	-	-	-	7
2	21	14	21	7
3	-	-	-	4
4	24	19	17	11
5	-	-	-	4
6	15	-	8	7
7	3	5	8	7
8	6	14	8	4
9	3	9	8	-
10	3	-	8	4
11	-	-	-	-
12	-	10	8	4

The central tendency in the Junior High schools approximately ranges from one to three hours per week. In the senior high schools the central emphasis is much greater, the largest percentages from one to five hours, though 19 per cent of this classification report 10 hours spent per week by the administrator. In the four-year type, the largest percentages again in the range from one to three hours, with small percentages

evident in the six and seven hour classifications. The six-year schools maintain a more normal distribution, the largest percentage occurring in the two-hour group, though the apparent range tendency from one-half an hour to five, indicating a divergency of practices as to time spent in actual administration.

53. The Sponsors of Extra-Curriculum Activities

The Selection of Sponsors.--Sound administration is the basis for an effective and sound extra-curriculum program, but important also is the leadership of the actual participants in the various organizations, which McKown[1/] has considered in the light that "his chief contribution to the organization will be judgment, experience and enthusiasm."

Fretwell[2/] advances another implication in the selection of sponsors.

> "Again there may be a specialist, young or old, who is interested in the scientific classification of knowledge and in the imposing of this classification on pupils rather than leading pupils through experience to organize knowledge for themselves, and at the same time, know and appreciate what others have done."

Sponsors must be chosen with care, and not thrown into a situation in which they are unfamiliar, poorly equipped and

1/ Harry C. McKown, Extra-Curricular Activities, op. cit. p. 597.

2/ Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 280.

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1/ Harry C. Bickown, Extra-Curricular Activities, op. cit. p. 597.

2/ Elbert R. Pretwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 250.

disinterested. Who shall assume responsibility for the selection of sponsors? Should it always be the principal's task? Are there other considerations? There are quite definite practices existent which reveal conclusively the answers to such queries.

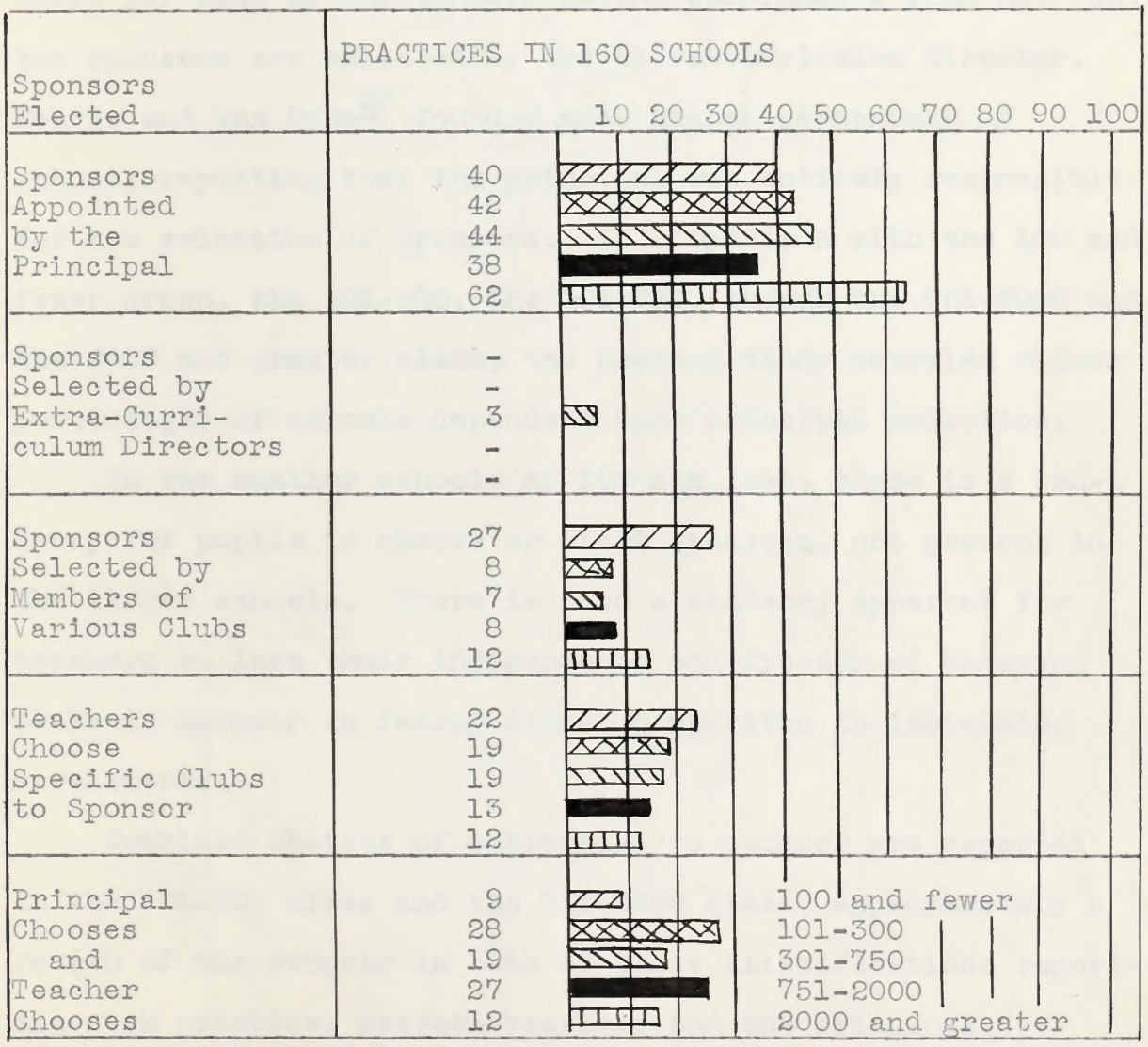

Figure 20. Percentage Distribution of 160 schools showing methods by which sponsors are selected.

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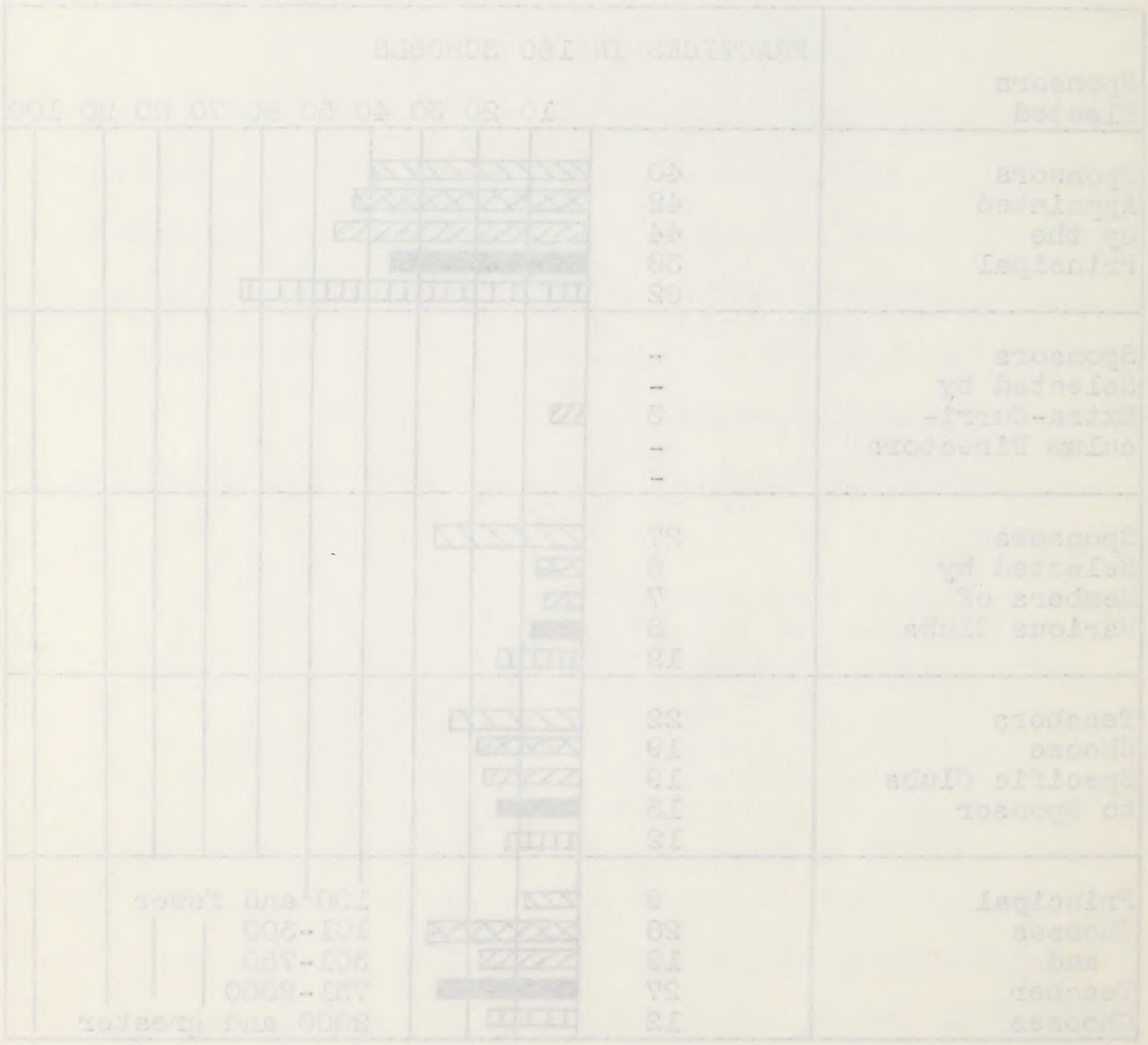

Figure 20. Percentage Distribution of 160 schools showing methods by which sponsors are selected.

Figure 20 discloses that the principal selects the sponsors in more than a third of all the schools. In comparison of the schools according to enrollment classifications, the percentages are fairly comparable in all the groups excepting the 2000 and greater classification, which is extremely high. Three per cent of the schools having enrollments from 301-750, the sponsors are selected by the extra-curriculum director. Reavis and Van Dyke[3/] found a much higher percentage of schools reporting that the principal was entirely responsible for the selection of sponsors. In comparison with the 100 and fewer group, the 101-300, the 301-750, though the 751-2000 and the 2000 and greater class, the present study revealed higher percentages of schools dependent upon principal selection.

In the smaller schools of 100 and less, there is a tendency for pupils to choose or elect sponsors, not present in the larger schools. There is also a tendency apparent for teachers to lose their independency and freedom of choosing clubs to sponsor in fairly direct proportion to increasing enrollments.

Combined choices of activities to sponsor are reported in the 101-300 class and the 751-2000 class, approximately a fourth of the schools in both of these classifications reporting such practices between teachers and the principal.

3/ William Reavis and George Van Dyke, Non-Athletic Extra-Curriculum Activities, op. cit. p. 59.

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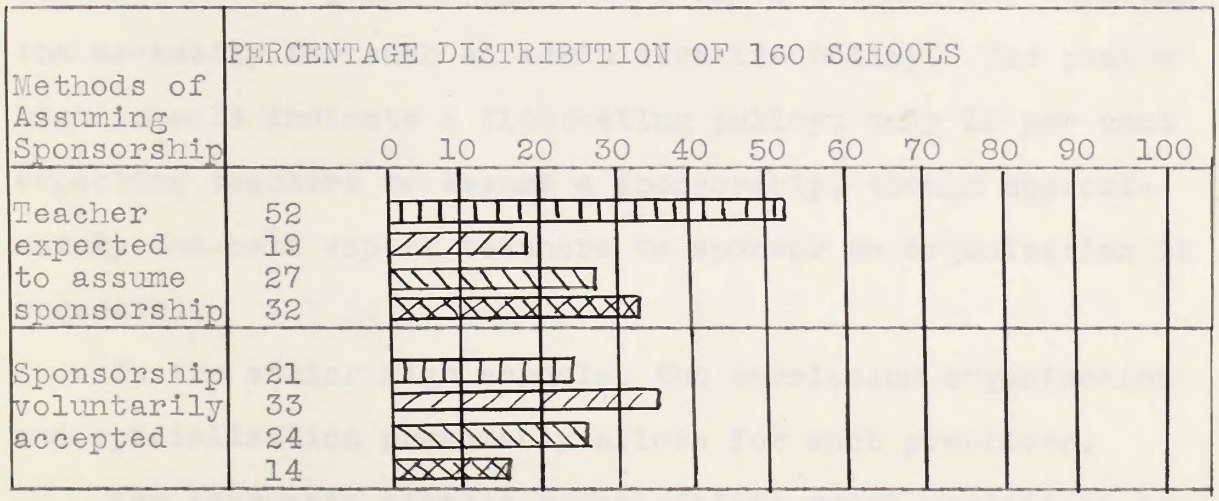
3/ William Neagle and George Van Dyke, Non-Athletic Extra-Curricular Activities, op. cit. p. 80.

Individual Teacher Responsibility to the Extra-Curriculum Program.--One of the most authoratative assertions the writer has discovered is offered by Fretwell[4/] in his consideration of the relationship of teachers to the extra-curriculum program.

> "Teachers should be selected and promoted in part, for their ability to work in an extra-curricular field. Teachers should have an appreciation of the worth of extra-curricular activities, and the ability to value them justly. Every teacher should have, or develop, expert ability in some one or more of these fields. It follows that adjustment must be made in teachers' schedules so that the work of the school is adequately distributed and greater success and satisfaction assured."

The previous excerpt allows for no leniency in the duty of teachers in this function of the school. The data presented in Figure 21 presents conditions which are contrary to the theoretical assumption by Fretwell.



4/ Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 14.

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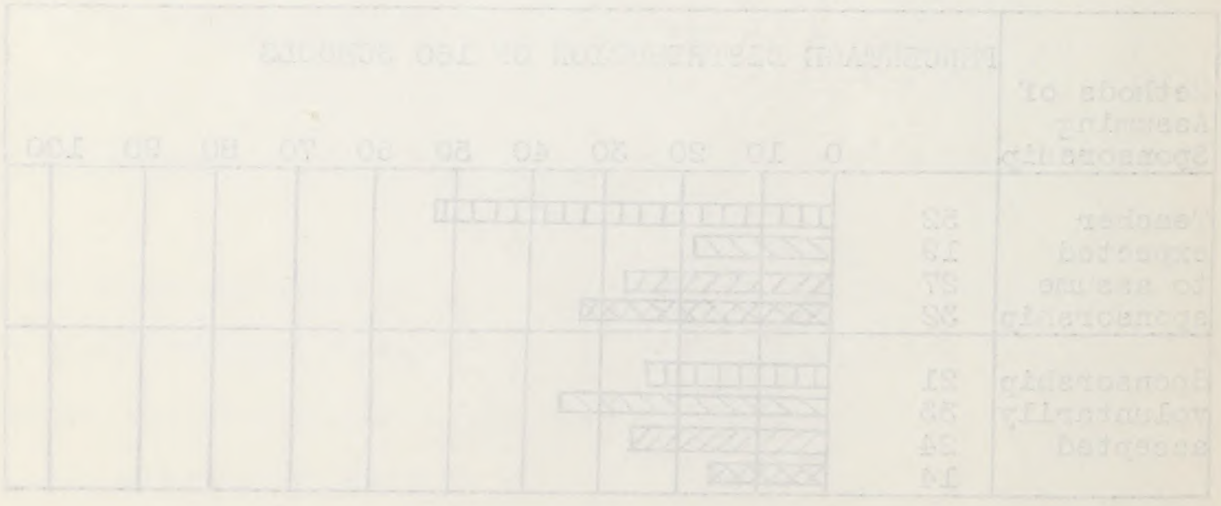

[4] Albert L. Trabwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 14.

Figure 21 (concluded)

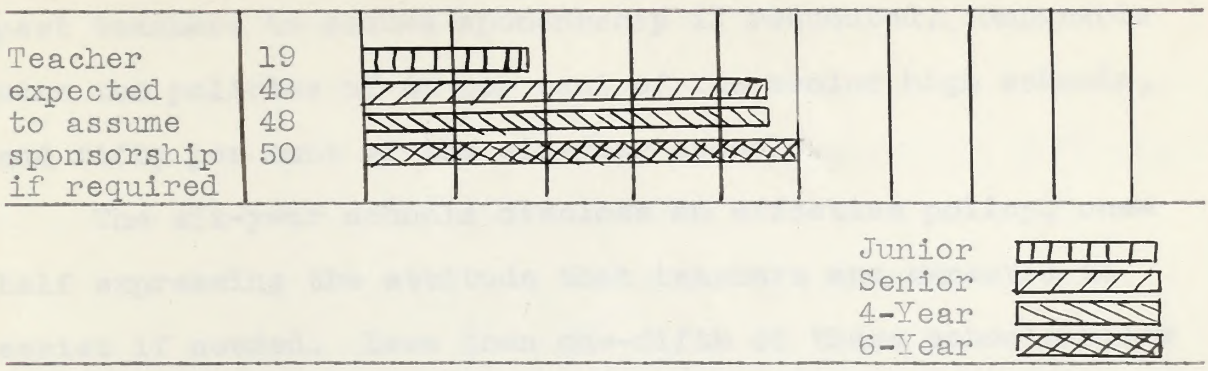

Figure 21. Percentage Distribution of 160 schools classified according to types of organization revealing individual teacher responsibility for the extra-curriculum program in the capacity of a sponsor.

More than half the junior high schools require teachers to assume sponsorship, approximately a fourth expect teachers to assume a sponsorship if requested, and less than a fifth of the junior high schools allow voluntary acceptance of sponsorship by teachers. The large number of hobby clubs existent in the junior high school level undoubtedly explains the necessity for such an administrative policy. The senior high schools indicate a fluctuating policy, only 19 per cent expecting teachers to assume a sponsorship, though approximately one-half expect teachers to sponsor an organization if requested.

In the senior high schools, the curriculum organization and specialization presumably allows for such practices.

The four-year schools reveal fairly equal conditions in requiring teacher sponsorship and voluntary acceptance, approximately one-half of the schools equally expressing such poli-

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cies. Approximately 50 per cent of the four-year schools expect teachers to assume sponsorship if requested, comparable with the policies of 48 per cent of the senior high schools, and fifty per cent of the six-year schools.

The six-year schools disclose an effective policy, one-half expressing the attitude that teachers are expected to assist if needed. Less than one-fifth of these schools allow teachers to assume sponsorship voluntarily, and approximately one-third expect teachers to be sponsors. Teachers in the schools in this classification are obviously held in reserve, and when, and if needed, are ready to be of assistance.

Terry[5/] illustrates the teachers' attitude in a study in which teachers were asked the following question. "Do you feel that the work of the high school teacher properly included responsibility for the supervision of some extra-curricular activity?" Seventy-four per cent replied "yes." Twenty per cent replied "no." In the same study sponsors replied to the question, "Why were you selected to supervise this activity?" Sixty-two per cent definitely liked it, were fitted for it, or had had previous experience. The amazing remaining large per cent replied because of the principal's request, lack of reason, or did it out of the realization that someone had to perform the duty.

5/ Paul W. Terry, Cooperation of Teacher Advisors, Twenty-fifth Yearbook, National Society for Study of Education, Part II, op. cit. p. 107.

Qualifications of Sponsors.--The lack of objective evaluation in this phase of the extra-curriculum program is one of the handicaps to an effective program. What are the characteristics, the qualifications of a successful sponsor? Obviously, we accept certain definite assumptions, but generally the respondents failed to offer any criteria of any value in the selection of sponsors. Foster[6/] expresses a belief that "Sponsors should be appointed by the principal, who should take into account their qualifications for the assignment. It is not good policy to appoint sponsors indiscriminately." Foster is of the opinion that the best administrative policy is allowing teachers to assume voluntary sponsorship, as they prove most successful. In direct support of that assumption, the responses from the junior and senior high schools indicate that interest in a specific activity, and knowledge are the two most important considerations, at least basically, according to Foster's interpretation.

6/ Charles Foster, Extra-Curricular Activities in the High School, op. cit. p. 21.

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[6] Charles Foster, Extra-Curricular Activities in the High School, op. cit. p. 54.

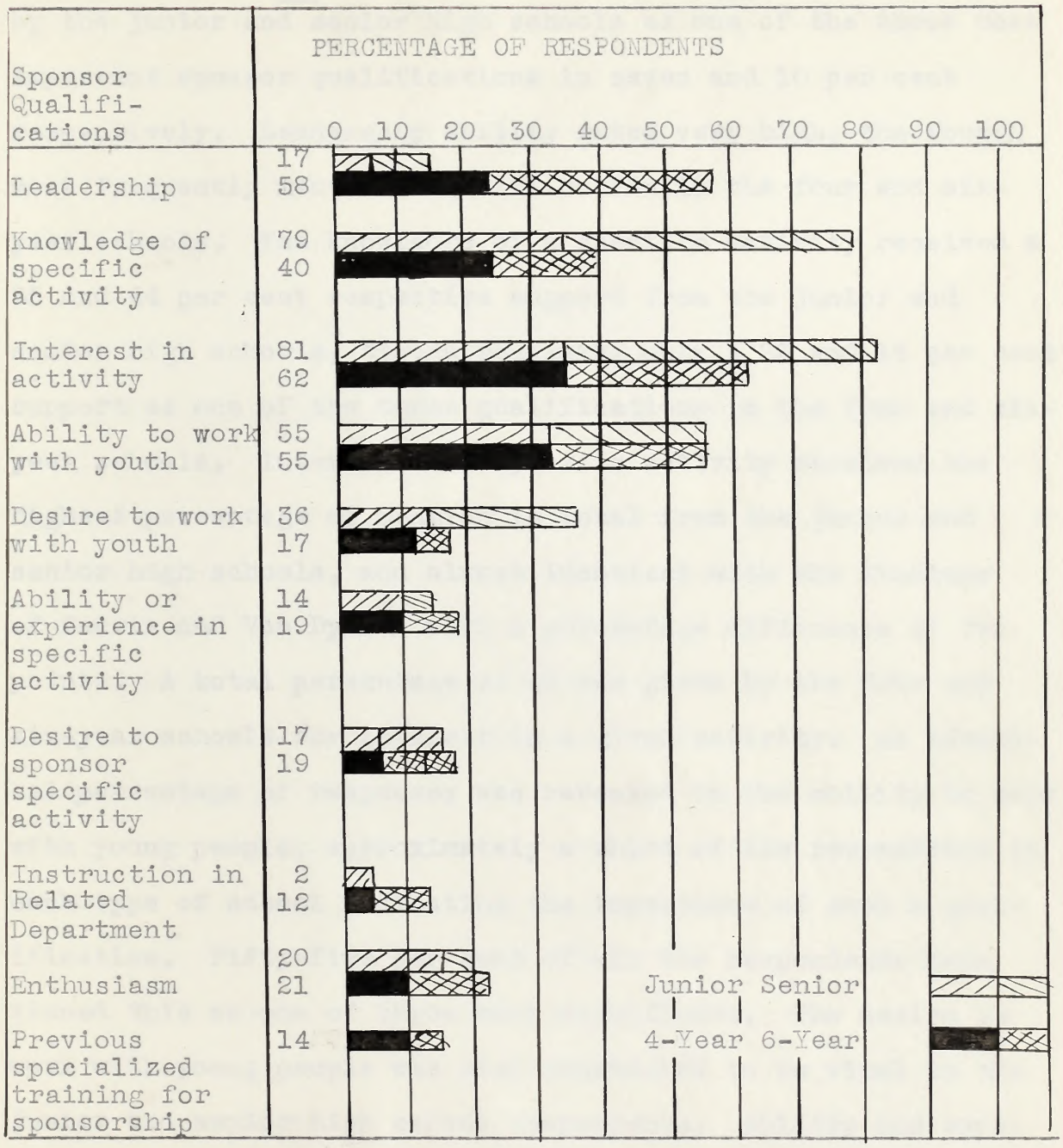

Figure 22. Qualifications associated with successful sponsorship by respondents in the schools of various organizational types.

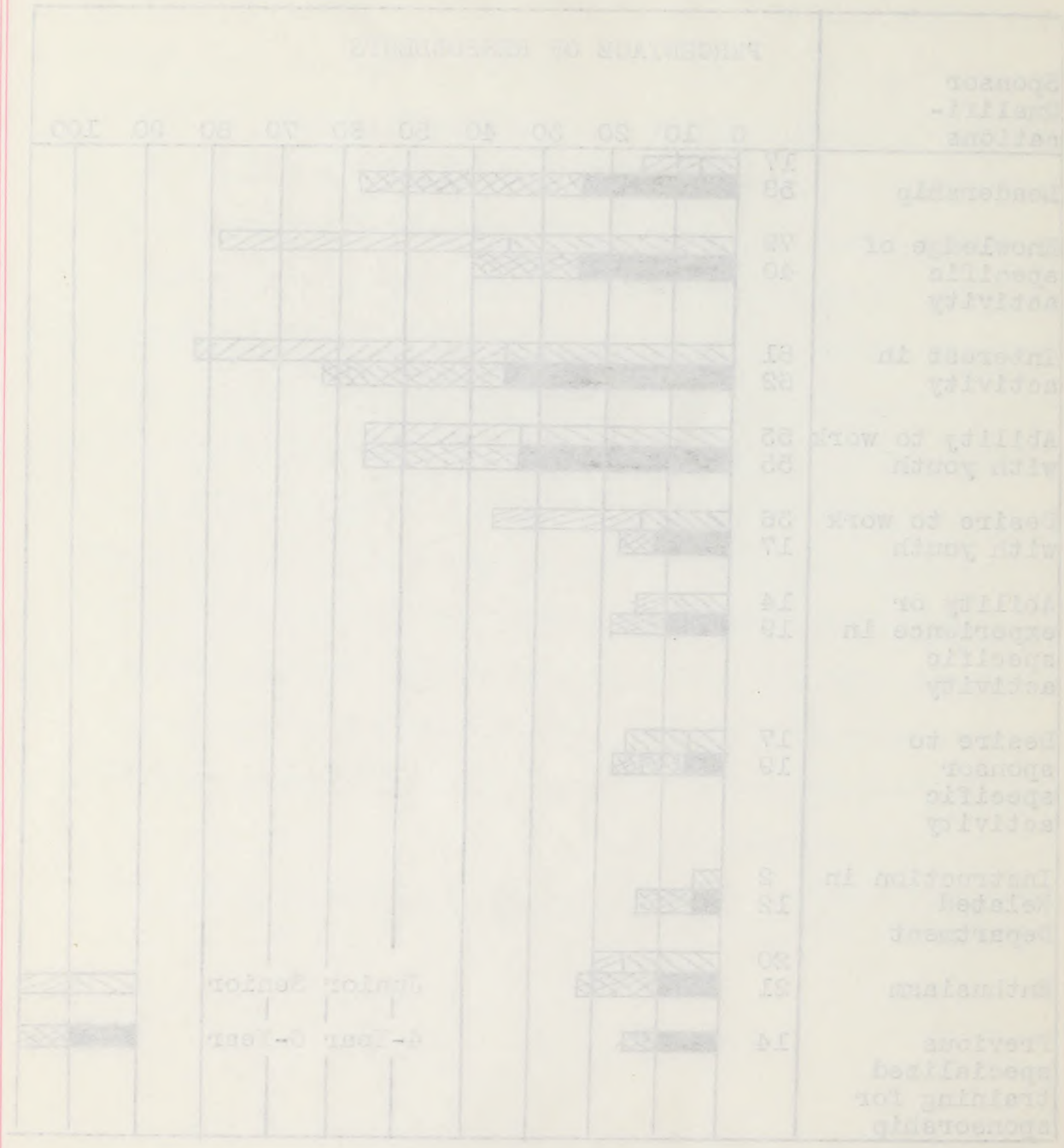

Figure 29. Qualifications associated with successful sponsorship by respondents in the schools of various organizational types.

Leadership [seemingly a vague criterion] was indicated by the junior and senior high schools as one of the three most important sponsor qualifications in seven and 10 per cent respectively. Leadership ability rated very high, the fourth most frequently mentioned qualification in the four and six-year schools. The knowledge of a specific activity received a 35 and 44 per cent respective support from the junior and senior high schools, though receiving only a 25 and 15 per cent support as one of the three qualifications in the four and six-year schools. Interest in a specific activity received the highest percentage of mention in total from the junior and senior high schools, and almost identical with the findings of Reavis and Van Dyke[7/] with a percentage difference of two points. A total percentage of 62 was given by the four and six-year schools for interest in a given activity. An identical percentage of responses was revealed in the ability to work with young people, approximately a third of the respondents in each type of school indicating the importance of such a qualification. Fifty-five per cent of all the respondents mentioned this as one of three most significant. The desire to work with young people was also considered to be vital in the junior and senior high school respondents. Ability and experience in specific activities, a desire to sponsor a specific organization, instruction in a related department, previous

7/ William Reavis and George Van Dyke, Non-Athletic Extra-Curriculum Activities, op. cit. p. 121.

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[7] William Jacobs and George Van Dyke, Non-Athletic Extracurricular Activities, op. cit. p. 181.

specialized training for sponsorship, and enthusiasm, all were mentioned by approximately a fifth of all the responses. It becomes quite evident that the most universally accepted criteria for evaluating qualifications are: general leadership ability, knowledge of a specific activity, interest in the activity, and the ability to work with youth.

54. Financial Administration of the Extra-Curriculum Program

Functionary Responsible for Administration of Funds.--The problem of financial control of extra-curriculum activities has long been a focal point of attention by school authorities. Raising money, spending it, accounting for it, are the three divisions of the cycle.

Fundamentally, extra-curriculum activities cannot function without efficient and economically business bases of control. It becomes necessary, therefore, to authorize in any school some one individual to assume responsibility for the financial administration of the extra-curriculum program. Many systems have been advocated that have been successfully proven to be educationally and practically sound.

McKown[8/] suggests a central treasurer to control all school funds which are extra-curriculum in origin and use. This treasurer should not supplant treasurers in the various organizations, but merely control the issuance of funds for

8/ Harry C. McKown, op. cit. p. 558.

specialized training for sponsorship, and enthusiasm, all were combined by approximately, a fifth of all the responses. It becomes quite evident that the most universally accepted criteria for evaluating qualifications are: general leadership ability, knowledge of a specific activity, interest in the activity, and the ability to work with youth.

6d. Financial Administration of the Extra-Curriculum Program

Questionary responsible for Administration of funds.--The problem of financial control of extra-curricular activities has long been a focal point of attention by school authorities. Raising money, spending it, accounting for it, are the three obligations of the group.

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Johnson[9] suggests a central treasurer to control all school funds which are extra-curricular in origin and use. This treasurer should not supplant treasurers in the various organizations, but merely control the economy of funds for

[9] Harry W. Johnson, op. cit. p. 388.

use by the organizations. Harwood[9/] presents another plan involving a finance board which controls all school funds under the jurisdiction of a school treasurer. The apparent advantage is the elimination of petty accounts and trifling bookkeeping. The treasurers of the individual organizations authorize, in conjunction with the faculty adviser, the treasurer of the board and the faculty supervisor, all expenditures which insures accuracy and economy.

McKown[10/] and Meyers in the Twenty-fifth Yearbook of the National Society for the Study of Education outline three types of financial organization useable in schools, which are worthy of brief explanation.

Type 1. "In this type the financial affairs of all organizations of the school are operated in and through the principal's office. In a small school this work can be done by the principal or the superintendent's secretary."

Type 2. "This type of accounting is found in schools where all accounting for extra-curriculum finances is in the hands of the commercial department. It provides a worthwhile correlation of the department of business education with the various extra-curricular activities."

Type 3. "The third and most complete type of financial organization consists of the operation of a real school bank, which handles both individual and organization accounts. This would be a wider extension of the

9/ Hazel M. Harwood, Extra-Curricular Activities in High Schools, The School Review, Vol. XXVI, p. 273, 1918.

10/ H. C. McKown and H. B. Meyers, Financial Administration of Extra-Curricular Activities, National Society for the Study of Education, Twenty-fifth Yearbook, Part II, Extra-Curricular Activities, 1926, p. 118.

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9/ Harwood, H. Harwood, Extra-curricular Activities in High Schools, The School Review, Vol. XXV, p. 498, 1917.

10/ Nelson and R. R. Hayes, Financial Administration of Extra-curricular Activities, National Society for the Study of Education, Twenty-fifth Yearbook, Part II, Extra-curricular Activities, 1926, p. 119.

second type and would give practical banking and business experience to a great many more pupils in the business department."

Table 29. Practices of 160 schools of the various organizational types as to the functionary responsible for the administration of the extra-curriculum funds.

Methods of Administering funds	TYPE OF SCHOOL ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
(1)	(2)		(3)		(4)		(5)		(6)	
Teacher in Commercial Department	5	9	6	29	9	20	2	7	22	14
Student Government Treasurer	1	2	2	10	-	-	4	14	7	4
Principal	27	51	7	33	25	43	15	54	74	46
Extra-Curriculum Director	2	4	3	14	8	14	2	7	15	9
Appointed Faculty	9	17	1	5	-	14	3	11	21	13
Principal's Secretary	2	4	-	-	-	-	-	-	2	1
Sponsor	6	11	1	5	3	5	-	-	10	6
Club	1	2	1	5	1	2	-	-	3	2
Class Advisor	-	-	-	-	1	2	-	-	1	1
Assistant Principal	-	-	-	-	1	2	-	-	1	1
Student Council	-	-	-	-	1	2	-	-	1	1
Pupil Supervised by Principal	-	-	-	-	-	-	-	-	-	-

second type and would give practical business experience to a great many more pupils in the business department."

Table 23. Frequency of 150 schools of the various organizational types as to the functionary responsible for the administration of the extra-curricular items.

Methods of Administering Funds (1)	Extra Curricular Organization (2)										Total (9)	
	Senior (3)		Senior (5)		A-Teer (4)		U-Teer (6)					
Teacher in Commercial Department	5	2	6	29	9	20	2	7	22	14		
Student Government Treasurer	1	2	2	10	-	-	4	14	7	4		
Principal	27	81	7	35	25	45	16	54	74	40		
Extra-Curricular Director	2	4	3	14	8	14	2	7	15	9		
Appointed Faculty	9	17	1	5	-	14	5	11	21	13		
Principal's Secretary	2	4	-	-	-	-	-	-	2	1		
Sponsor	6	11	1	5	9	6	-	-	16	8		
Club	1	2	1	5	1	2	-	-	3	2		
Class Advisor	-	-	-	-	1	2	-	-	1	1		
Academic Principal	-	-	-	-	1	2	-	-	1	1		
Student Council	-	-	-	-	1	2	-	-	1	1		
Pupil Supervised by Principal	-	-	-	-	-	-	-	-	-	-		

Fretwell[11/] suggests also a central board of control composed of students, though with a representative faculty supervisor. The actual functions will be strictly business-like in every respect from budgeting to auditing, and will be controlled and participated in by students.

Belting's study in 1923 of 258 Illinois high schools revealed that only 30 schools allowed control of finances by a student treasurer; 194 indicated that finances were controlled by the principal or faculty.

The present study shows that the principal is in direct control of extra-curriculum finances in the majority of all the schools in various classes and in total.

In the junior high schools, a teacher in the commercial department and an appointed faculty member function in such a capacity as administrator of funds in nine and 17 per cent of the schools respectively.

In the senior high schools there is a tendency to place more responsibility in student control, one-tenth of the schools allowing a student treasurer to assume the supervision of funds. A teacher in the commercial department and the extra-curriculum director control such funds in 29 and 14 per cent of the schools respectively.

The four-year type schools reveal a more normal distribution, showing that in one-fifth of the schools a teacher in

11/ E. K. Fretwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 467.

Fretwell[17] suggests also a central board of control composed of students, through with a representative faculty supervisor. The actual functions will be strictly business-like in every respect from budgeting to auditing, and will be controlled and participated in by students.

Selting's study in 1923 of 288 Illinois high schools revealed that only 30 schools allowed control of finances by a student treasurer; 124 indicated that finances were controlled by the principal or faculty.

The present study shows that the principal is in direct control of extra-curriculum finances in the majority of all the schools in various classes and in total.

In the junior high schools, a teacher in the commercial department and an appointed faculty member function in such a capacity as administrator of funds in nine and 17 per cent of the schools respectively.

In the senior high schools there is a tendency to place more responsibility in student control, one-tenth of the schools allowing a student treasurer to assume the supervision of funds. A teacher in the commercial department and the extra-curriculum director control such funds in 20 and 14 per cent of the schools respectively.

The four-year type schools reveal a more normal distribution, showing that in one-fifth of the schools a teacher in

17. A. Fretwell, Extra-Curricular Activities in Secondary Schools, op. cit. p. 187.

the commercial department assumes control, and 14 per cent of these schools give such duties equally to an appointed faculty member and the extra-curriculum director.

In the six-year schools, there is an increasing tendency to allow for student control of funds, 14 per cent of the responses indicating the office of student treasurer as the controlling agency for all extra-curriculum funds.

In general, practices in Massachusetts in accounting for and administering funds are divided between the teachers in commercial departments, other appointed faculty members in 27 per cent of the schools. The principal is responsible for such funds in approximately one-half of the schools studied. Only four per cent of the schools studied allow the student treasurer to assume control of extra-curriculum funds, though there are local practices which undoubtedly allow varying degrees of freedom in this respect.

Methods of Raising Extra-Curriculum Funds.--There are several stock methods by which the extra-curriculum program receives financial support. McKown[12/] has listed several of the more prominent.

Athletics
Dramatics
Musical programs and concerts
Fairs, circuses, and bazaara
Picture shows, lyceum and lectures
Fees, dues and assessments
Sales of candy, pennants, books, etc.
Activity tickets

12/ H. C. McKown, Extra-Curricular Activities, op. cit. p. 549.

the commercial department assumes control, and 14 per cent of these schools give such duties equally to an appointed faculty member and the extra-curricular director.

In the six-year schools, there is an increasing tendency to allow for student control of funds, 14 per cent of the responses indicating the office of student treasurer as the controlling agency for all extra-curricular funds.

In general, practices in accounting for and administering funds are divided between the teachers in commercial departments, other appointed faculty members in 27 per cent of the schools. The principal is responsible for such funds in approximately one-half of the schools studied, only four per cent of the schools studied allow the student treasurer to assume control of extra-curricular funds, though there are local practices which undoubtedly allow varying degrees of freedom in this respect.

Methods of Raising Extra-Curricular Funds.--There are several stock methods by which the extra-curricular program receives financial support. Johnson[18] has listed several of the more prominent.

Athletics
Dramatics
Dramatic pictures and concerts
Sales, circuses, and bazaars
Picture shows, lyceum and lectures
Fees, dues and assessments
Sales of candy, peanuts, books, etc.
Activity tickets

18/ M. M. Johnson, Extra-Curricular Activities, op. cit. p. 640.

Profits on various activities, publications
Fines: book and violation
Subscriptions, donations and collections
Interest on funds
Tag days
Profits from the cafeteria
Sale on junk, scrap iron, papers, and rags
Locker fees
Grants from the Board of Education

All of the above-named are existent in many local school situations, though for purposes of classification, the accepted methods adopted by Reavis and Van Dyke[13/] were used in this investigation, and may be examined in the first four items in Table 30.

Table 30. Percentage Distribution of 160 schools of the various types of organization showing methods by which the extra-curriculum program receives financial assistance.

Method of financial support	ENROLLMENT GROUPS										TOTAL	
	100 and fewer		101-300		301-750		751-2000		2000 and greater			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Student fee	-	-	1	2	5	9	4	11	-	-	10	6
Dues by individual organizations	2	18	4	8	6	10	8	22	1	12	21	13
Appropriation by Board of Education	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from public entertainment	4	36	6	13	6	10	4	11	1	12	21	13
Special student assessments	1	9	1	2	-	-	2	5	-	-	4	2
Dues by individual organizations and proceeds from public entertainment	1	9	6	13	11	19	4	11	3	37	25	15
Proceeds from public entertainment and special assessments	-	-	4	8	4	7	1	3	1	12	10	6

13/ Reavis and Van Dyke,

profits on various activities, publications
Ticket book and violation
Subscriptions, donations and collections
Interest on funds
Tag days
Profits from the cafeteria
Sale of junk, scrap iron, papers, and rags
Locker fees
Grants from the Board of Education

All of the above-named are existent in many local school situations, though for purposes of classification, the accepted methods adopted by Reavis and Van Dyke[13] were used in this investigation, and may be examined in the first four items in Table 30.

Table 30. Percentage Distribution of 160 schools of the various types of organization showing methods by which the extra-curriculum provides financial assistance.

Method of financial support	Schools of groups																							
	120 and fewer				121-300				301-720				721-2000				2000 and greater				TOTAL			
	Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural		Urban		Rural	
	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent	per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)
Students fee	-	-	1	2	3	9	4	21	-	-	10	6
Dues by individual organizations	2	18	4	8	5	20	8	22	1	12	21	13
Appropriation by board of education	-	-	-	-	-	-	-	-	-	-	-	-
Profits from public entertainment	4	56	8	18	8	10	4	11	1	12	21	12
Special student assessments	1	2	1	2	-	-	2	5	-	-	4	2
Dues by individual organizations and profits from public entertainment	1	2	8	13	11	10	4	11	3	27	26	16
Proceeds from public entertainment and special assessments	-	-	4	8	4	7	1	8	1	12	10	6

13/ Reavis and Van Dyke.

Table 30 (concluded)

Dues by individual organization and special assessments	-	-	1	2	-	-	1	3	-	-	2	1
Appropriation by Board of Education and proceeds from public entertainment	-	-	3	6	1	2	1	3	-	-	5	3
Student fees, proceeds from public entertainment and special assessments	-	-	3	6	-	-	-	-	-	-	3	2
Student fees and proceeds from public entertainment	-	-	4	8	8	14	2	5	1	12	15	9
Student fees, dues, proceeds from public entertainment and special assessments	-	-	1	2	-	-	-	-	-	-	1	1
Dues, appropriation and proceeds from entertainment	-	-	1	2	1	2	1	3	-	-	3	2
Dues, student fee, appropriations and special assessments	-	-	-	-	-	-	-	-	-	-	-	-
Student fees, dues by organizations, and proceeds from entertainment	-	-	-	-	-	-	2	5	-	-	2	1
Student fees, appropriations and proceeds from public entertainment	-	-	-	-	-	-	1	3	-	-	1	1
Student fees and special assessments	-	-	-	-	-	-	1	3	-	-	1	1
Dues by organizations, proceeds from public entertainment and special assessments	-	-	1	2	-	-	-	-	-	-	1	1
Dues by organizations, proceeds from public entertainment and special assessments	-	-	-	-	-	-	-	-	1	12	1	1
Dues by organizations and student fees	-	-	-	-	1	2	-	-	-	-	1	1
Dues, student fee, appropriation and proceeds from public entertainment	-	-	-	-	1	2	2	5	-	-	3	2

Table 30 (concluded)

Fees by individual organization and special assessments	-	-	1	2	-	1	-	3	-	-	2	1
Appropriation by board of education and proceeds from public entertainment	-	-	3	6	1	2	1	3	-	-	5	3
Student fees, proceeds from public entertainment and special assessments	-	-	2	8	-	-	-	-	-	-	3	2
Student fees and proceeds from public entertainment	-	-	4	8	9	14	2	8	1	12	10	8
Student fees, dues, proceeds from public entertainment and special assessments	-	-	1	2	-	-	-	-	-	-	1	1
Dues, appropriation and proceeds from entertainment	-	-	3	2	1	2	1	3	-	-	3	2
Dues, student fee, appropriations and special assessments	-	-	-	-	-	-	-	-	-	-	-	-
Student fees, dues by organizations, and proceeds from entertainment	-	-	-	-	-	-	2	6	-	-	2	1
Student fees, appropriations and proceeds from public entertainment	-	-	-	-	-	-	1	2	-	-	1	1
Student fees and special assessments	-	-	-	-	-	-	-	2	-	-	1	1
Dues by organizations, proceeds from public entertainment and special assessments	-	-	1	2	-	-	-	-	-	-	1	1
Dues by organizations and student fees	-	-	-	-	-	-	-	-	1	12	1	1
Dues, student fee, appropriation and proceeds from public entertainment	-	-	-	-	1	2	-	-	-	-	1	1
	-	-	-	-	1	2	2	8	-	-	5	2

Reavis and Van Dyke[14/] discovered that 56.1 per cent of the clubs relied upon dues from members as the main source of financial assistance, 20.6 per cent of the clubs studied depended upon special assessments when needed. 18.3 listed proceeds from public entertainment, sales and fees as the method of greatest support financially.

The present study reveals that a combination of individual organization dues, and proceeds from public entertainment as being the greatest single source of income, reported by 15 per cent of the schools. Dues by individual organizations, and proceeds from public entertainment were both reported by 13 per cent of the schools.

Comparison of Enrollment Groups.--In the 100 and fewer group, 36 per cent of the schools relied upon public entertainment, and 18 per cent upon dues from individual organizations as the most lucrative source. In the 101-300 group, there is still the public entertainment and dues by organizations prominent as the two sources of support. In the 301-750 class, dues by individual organizations and proceeds from public entertainment are indicated by 19 per cent of the schools as the source of assistance, though student fees, individual dues, and proceeds from entertainment are listed by approximately 10 per cent of the schools. In the 751-2000 group, almost one-fourth of the schools respond that dues are the method in practice, approximately one-third relying on student fees, public enter-

14/ Reavis and Van Dyke,

Reavis and Van Dyke[14] discovered that 50.2 per cent of the clubs relied upon dues from members as the main source of financial assistance, 20.0 per cent of the clubs admitted depending upon special assessments when needed. 15.7 listed proceeds from public entertainment, sales and fees as the method of present support financially.

The present study reveals that a combination of individual organization dues, and proceeds from public entertainment as being the greatest single source of income, reported by 35 per cent of the schools. Dues by individual organizations, and proceeds from public entertainments were both reported by 15 per cent of the schools.

Comparison of Enrollment Groups.--In the 100 and lower group, 58 per cent of the schools relied upon public entertainment, and 15 per cent upon dues from individual organizations as the most lucrative source. In the 101-300 group, there is still the public entertainment and dues of organizations prominent as the two sources of support. In the 301-750 class, dues by individual organizations and proceeds from public entertainment are indicated by 12 per cent of the schools as the source of assistance, through student fees, individual dues, and proceeds from entertainment are listed by approximately 10 per cent of the schools. In the 751-3000 group, almost one-fourth of the schools reported that dues are the method in practice, approximately one-third relying on student fees, public entertainment

14/ Reavis and Van Dyke.

tainment and a combination of both.

The large schools show a fairly even distribution, excepting approximately a third that rely on a combination of dues by individual organizations and proceeds from public entertainment for income. Other local practices may be seen in various combinations, though of slight percentages and of no vital significance.

55. Awarding and Recording of Participation

Types of Activities Offering Graduation Credit.--From data presented in Table 31, it becomes decisively evident that the existing practices of offering graduation credit for participation in extra-curriculum activities is strictly reserved to musical organizations. Almost two-thirds of the schools offer graduation credit, varying from one-quarter of a point to two, though interpreted in different actual values by many of the respondents. Athletics, publications, and debating and dramatic activities are other types which more than one-tenth of the schools consider as desirable activities which should offer recognition toward graduation for participation.

tainment and a combination of both.

The large schools show a fairly even distribution, excepting approximately a third that rely on a combination of dues by individual organizations and proceeds from public entertainment for income. Other local practices may be seen in various combinations, though of slight percentages and of no vital significance.

B6. Awarding and recording of participation

Types of Activities offering graduation credit.--Data presented in table 31, it becomes decisively evident that the existing practices of offering graduation credit for participation in extra-curriculum activities is entirely reserved to musical organizations. Almost two-thirds of the schools offer graduation credit, varying from one-quarter of a point to two, though interpreted in different actual values by many of the respondents. Athletics, publications, and debating and dramatic activities are other types which more than one-tenth of the schools consider as desirable activities which should offer recognition toward graduation for participation.

Table 31. Percentages of schools in the various enrollment classifications that offer credit for graduation in the various types of extra-curriculum activities.

Types of Extra-curriculum Activities	100 and fewer		101-300		301-750		751-2000		2000 and greater		TOTAL	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)		(3)		(4)		(5)		(6)		(7)	
Athletics	2	20	7	15	9	16	5	13	1	12	24	15
Social	0	-	3	6	4	7	2	5	1	12	10	6
Publication	1	10	2	4	10	17	4	11	1	12	18	11
Musical	7	70	27	57	35	61	22	59	8	100	97	60
Debating	0	-	5	11	16	28	4	11	1	12	26	16
Student Government	0	-	1	2	6	10	3	8	0	-	10	6
Hobby	0	-	4	8	8	14	1	3	0	-	13	8
Subject Matter	0	-	0	-	11	19	1	3	1	12	13	8

In comparison of the enrollment groups, musical activities are reported as supported by the schools as highest percentage of potential activities offering graduation credit for a given amount of participation. Credit for athletic participation is fairly comparable in all groups, one-fifth or less of the schools in each class awarding credit. Social-moral groups are weak in this procedure, less than one-tenth of the schools in each class, excepting the 2000 and greater group, which allows credit in 12 per cent of the schools. Credit for participation in journalistic organizations is approximately the same in all classes, excluding the 101-300 group, one-twentieth of the schools in this group offering credit, and approximately

Table 33. Percentages of schools in the various enrollment classifications that offer credit for graduation in the various types of extra-curriculum activities.

Type of Extra-curriculum Activities	100 and fewer		101-500		501-750		751-2000		2000 and greater		TOTAL	
	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
(A)	(B)		(C)		(D)		(E)		(F)		(G)	
Athletics	2	20	7	16	6	16	5	15	1	12	24	16
Social	0	-	3	6	4	7	2	5	1	12	10	6
Publication	1	10	2	4	10	17	4	11	1	12	18	11
Musical	7	70	27	57	33	61	22	59	5	100	97	60
Debating	0	-	5	11	16	29	4	11	1	12	26	16
Student Government	0	-	1	2	6	10	3	8	0	-	10	6
Society	0	-	4	8	6	14	1	3	0	-	15	9
Subject Matter	0	-	0	-	11	19	1	3	1	12	13	8

In comparison of the enrollment groups, musical activities are reported as supported by the schools as largest percentage of potential activities offering graduation credit for a given amount of participation. Credit for athletic participation is fairly comparable in all groups, one-fifth or less of the schools in each class awarding credit. Social-moral groups are weak in this procedure, less than one-tenth of the schools in each class, excepting the 2000 and greater group, which allows credit in 12 per cent of the schools. Credit for participation in journalistic organizations is approximately the same in all classes, excluding the 101-500 group, one-twentieth of the schools in this group offering credit, and approximately

one-tenth of the schools the remaining groups. Debating and dramatic groups receive no credit in any of the 100 or fewer schools, is approximately equal in the 101-300, the 751-2000, and the 2000 and greater, though the 301-750 class offers graduation credit in more than one-fourth of the schools. Student government groups flourish as credit absorbing activities in the 301-750 classification, one-tenth of the schools offering credit, and by eight per cent of the 751-2000 class.

Hobby clubs also seem to receive the greatest percentage of schools offering credit in the 301-750 classification, almost one-fifth of the schools allowing such recognition. The subject-matter or departmental organizations also are seen to recognize participation in this same 301-750 enrollment group, 19 per cent of the schools awarding graduation credit.

In general, a greater percentage of schools in the 301-750 enrollment classification offer credit toward graduation for specified participation that do the schools in any other enrollment division.

Kinds of Records Maintained for Student Participation in the Extra-Curriculum Program.--The increasing importance attached to individual differences, and the necessity of the examination of development backgrounds by guidance authorities has developed many elaborate systems of recording complete histories of students, their pre-school, school and post-school activities. This procedure has benefited, not only the integral functions of the guidance program in carry-over studies,

one-tenth of the schools the remaining groups. Debating and dramatic groups receive no credit in any of the 10 or fewer schools, is approximately equal in the 101-300, the 751-2000, and the 2000 and greater, though the 301-750 class offers graduation credit in more than one-fourth of the schools. Student government groups flourish as credit absorbing activities in the 301-750 classification, one-tenth of the schools offering credit, and by eight per cent of the 751-2000 class.

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vocational information, and evaluative techniques, but has been definitely a tool of the extra-curriculum program.

Alstetter[15/] in examination of 112 current references in the field has listed ten essentials of an effective extra-curriculum program, the significant item of consideration here that:

> "Each pupil's record in extra-curriculum activities should be filed in the office with his official record. Information on the pupil's extra-curriculum activities is a valuable basis for guidance."
> (This item is usually mentioned only in the more recent writings.)

Table 32 shows that permanent records of all student extra-curriculum participation is existent in approximately one-fifth of the junior high schools, the four-year schools and the six-year schools. The senior high schools support permanent records by 43 per cent of their number. This seems quite logical, with the growth of guidance in the high school, and the termination of the public school influence.

15/ M. L. Alstetter, Essentials of a Program of Extra-Curriculum Activities, The School Review, V. XLIII, No. 5, May, 1935, p. 371.

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Table 32 shows that permanent records of all student extra-curriculum participation is existent in approximately one-fifth of the junior high schools, the four-year schools and the six-year schools. The senior high schools support permanent records by 45 per cent of their number. This seems quite logical, with the growth of guidance in the high school, and the termination of the public school influence.

15/ W. E. Alstetter, Essentials of a Program of Extra-Curriculum Activities, The School Review, V. XLIII, No. 5, May, 1935, p. 371.

Table 32. Methods by which student participation in the extra-curriculum program is recorded in the schools of the various organizational types.

Kinds of Records Maintained	TYPES OF SCHOOL ORGANIZATION								TOTAL	
	Junior		Senior		4-Year		6-Year			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Permanent records for all extra-curriculum participation	11	21	9	43	13	22	6	21	39	24
Records temporary while students attend school	25	47	8	38	18	31	5	18	56	35
Only records of activities offering graduation credit	3	6	3	14	15	26	10	36	31	19
No records are kept	5	9	-	-	2	3	-	-	7	4
Not specified	9	17	2	10	9	15	7	25	27	17

In consideration of Item 2, the junior high schools manifest a tendency to keep records only while students are in school, almost half of these schools reporting such practices. More than a third of the senior high schools report such a practice, less than a third of the four-year schools and less than one-fifth of the six-year schools have indicated such conditions.

Records kept only for activities that possess graduation credit have been reported by six per cent of the junior high schools, 14 per cent of the senior high schools, and by approximately a fourth of the four-year type. More than one-third

Table 32. Methods by which student participation in the extracurriculum program is recorded in the schools of the various organizational types.

Kinds of records maintained	Types of school organizations												Total	
	Junior				Senior				4-Year					
	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)		
Permanent records for all extracurricular participation	11	24	0	44	12	22	6	21	29	24				
Records temporarily while students attend school only	25	47	11	28	12	32	8	18	64	35				
Only records of activities offering credit	3	6	3	14	15	38	10	39	31	17				
No records are kept	2	4	-	-	2	5	-	-	4	2				
Not specified	9	17	2	10	9	13	4	22	37	17				

In consideration of Item 2, the Junior high school was-- there a tendency to keep records only while students are in school, almost half of these schools reporting such practices. More than a third of the senior high schools report such a practice, less than a third of the four-year schools and less than one-fifth of the six-year schools have indicated such conditions.

Records kept only for activities that possess graduation credit have been reported by six per cent of the Junior high schools, 14 per cent of the senior high schools, and by approximately a fourth of the four-year type. More than one-third

of the six-year schools report such a procedure.

The satisfying report given to item four is exceedingly encouraging. Only four per cent of the entire number of schools keep no records at all, those schools existing in the junior high schools and in three per cent of the four-year schools.

Generally one-fourth of the schools maintain permanent records. More than one-third keep records only while students are in school and approximately one-fifth keep records of activities offering graduation credit. The senior high schools seem most progressive in the maintenance of permanent records.

CHAPTER XII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

56. Types of Activities Maintained

General Practices.--The investigation revealed that musical organizations and athletics are supported by the greatest percentage of schools. Publications and student government groups are supported by approximately three-fourths of the schools, and hobby clubs, social-moral, leadership and guidance organizations and subject-matter clubs function in approximately half of the schools investigated.

Relation of School Organization to Types of Activities Maintained.--In the junior high schools, the most popular types of extra-curriculum activity are musical organizations. Athletic activities rank second in percentages of schools supporting, and publications and debating and dramatics are maintained in approximately three-fourths of the junior high schools. Student government organizations and hobby clubs are maintained by less than three-fourths of these schools, and subject-matter or departmental clubs function in less that one-half the schools.

In the senior high schools, athletic and musical organizations are supported by 100 per cent of the schools. Publications, and debating and dramatics are the other two most popular types of extra-curriculum activities maintained.

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Relation of School Organization to Types of Activities Maintained.--In the junior high schools, the most popular types of extra-curriculum activity are musical organizations. Athletic activities rank second in percentages of schools supporting, and publications and debating and dramatics are maintained in approximately three-fourths of the junior high schools. Student government organizations and honor clubs are maintained by less than three-fourths of these schools, and subject-matter or departmental clubs function in less that one-half the schools.

In the senior high schools, athletic and musical organizations are supported by 100 per cent of the schools. Publications, and debating and dramatics are the other two most popular types of extra-curriculum activities maintained.

Athletics and musical organizations function in almost 100 per cent of the four-year schools, publications and debating and dramatic organizations second in percentages of schools supporting. Student government organizations function in approximately three-fourths of these schools, and hobby clubs and departmental organizations are supported in approximately half of the schools.

The six-year schools place emphasis on athletics and publications, more than three-fourths of these schools supporting such extra-curriculum organizations. Debating and dramatic groups and student government groups rank third in terms of percentage of support and are comparable to approximately three-fourths of the schools maintaining these activities. Social-moral, leadership and guidance clubs and hobby clubs are supported by a small percentage of schools.

Relation of Enrollments to Types of Activities Maintained.- The study showed that numbers of extra-curriculum activities supported increase in direct proportion to increasing school enrollments. In the 100 and fewer enrollment group, athletics and musical organizations are the most popular types maintained, more than three-fourths of the schools supporting these types of extra-curriculum activities. In the 101-300 group, athletics and musical organizations rank first in terms of percentages of schools supporting, though publications and debating and dramatics are existent in three-fourths of these schools. The 301-750 classification reveals athletics supported by 100 per

Athletics and musical organizations function in almost 100 per cent of the four-year schools, publications and debating and dramatic organizations second in percentages of schools supporting. Student government organizations function in approximately three-fourths of these schools, and hobby clubs and departmental organizations are supported in approximately half of the schools.

The six-year schools place emphasis on athletics and publications, more than three-fourths of these schools supporting such extra-curriculum organizations. Debating and dramatic groups and student government groups rank third in terms of percentage of support and are comparable to approximately three-fourths of the schools maintaining these activities. Social-moral, literary and guidance clubs and hobby clubs are supported by a small percentage of schools.

Relation of Enrollment to Types of Activities Maintained.--The study showed that numbers of extra-curricula activities supported increase in direct proportion to increases in enrollments. In the 100 and fewer enrollment group, athletics and musical organizations are the most popular types maintained, more than three-fourths of the schools supporting these types of extra-curriculum activities. In the 101-300 group, athletics and musical organizations rank first in terms of percentages of schools supporting, then publications and debating and dramatics are existent in three-fourths of these schools. The 301-750 classification reveals athletics supported by 100 per

cent of the schools, musical organizations a close second, debating and dramatics, student government groups, and publications existent in approximately three-fourths of the schools. In the 751-2000 group, athletics, musical organizations, publications and student government groups are maintained by approximately nine-tenths of the schools, indicating more general support in this classification of three or four types, rather than a narrow emphasis of one or two.

57. Participation in the Various Types of Extra-Curriculum Activities

Relation of Enrollment Classifications to Boy and Girl Participation.--The study revealed a marked increase of membership in direct proportion to total school enrollments. Boy participation is greater in all enrollment classifications than girls, excepting the 301-750 classification. Boy membership shows a more proportionate increase in relationship to the increasing enrollments. Girl participation tends not to maintain a proportionate increase in relation to increasing school enrollments.

Relation of Types of School Organization to Participation in the Various Types of Extra-Curriculum Activities.--In comparison of the types of extra-curriculum activities, the investigation revealed more boys participating in athletics than any other type of activity in all types of schools. In the junior high schools, boy participation is greatest in the hobby clubs and musical organizations. Girl participation is

sant of the schools, musical organizations a close second, debating and dramatics, student government groups, and publications existent in approximately three-fourths of the schools. In the V31-2000 group, athletics, musical organizations, publications and student government groups are mentioned by approximately nine-tenths of the schools, indicating more general support in this classification of types of four types, rather than a narrow emphasis of one or two.

37. Participation in the Various Types of Extra-Curriculum Activities

Relation of Enrollment Classifications to Boy and Girl Participation.--The study revealed a marked increase of membership in direct proportion to total school enrollments. For participation is greater in all enrollment classifications than girls, excepting the 301-V50 classification. For membership shows a more proportionate increase in relationship to the increasing enrollments. Girl participation tends not to maintain a proportionate increase in relation to increasing school enrollments.

Relation of Types of School Organization to Participation in the Various Types of Extra-Curriculum Activities.--In comparison of the types of extra-curriculum activities, the investigation revealed more boys participating in athletics than any other type of activity in all types of schools. In the junior high schools, boy participation is greatest in the hobby clubs and musical organizations. Girl participation is

greatest in the hobby clubs, athletics and musical organizations. The senior high schools show the greatest boy participation in athletics with musical groups and hobby clubs maintaining the second and third highest participation medians. Girl participation in the senior high school is greatest in athletics, hobby clubs and musical organizations. The four-year schools show boy participation greatest in athletics, musical organizations and hobby clubs. Girl participation is also greatest in athletics, musical organizations and hobby groups. In the six-year schools boy participation and also girl participation is greatest in athletics and hobby clubs, the remaining types of activities revealing much smaller membership.

Methods by which Students become Members.--Approximately half of the junior high schools make provision for assistance to students in their selection of activities, and approximately half allow for freedom of choice by students. The senior high schools are extremely liberal in two-thirds of these schools, reporting absolute freedom of selection by students, only one-third providing any organized assistance. More than half of the four and six-year types of schools allow freedom of selection by students, and approximately one-third of the schools in each type reporting some organized method of assisting students in their selection of extra-curriculum activities.

More than half of all the schools investigated do not require participation, either for graduation or for credit in extra-curriculum activities. One-twentieth of the schools re-

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Methods by which students become members.--Approximately half of the junior high schools make provision the assistance to students in their selection of activities, and approximately half allow for freedom of choice by students. The senior high schools are extremely liberal in one-third of these schools, reporting absolute freedom of selection by students, only one-third providing any organized assistance. More than half of the four and six-year types of schools allow freedom of selection by students, and approximately one-third of the schools in each type reporting some organized method of assisting students in their selection of extra-curriculum activities.

More than half of all the schools investigated do not require participation, either for promotion or for credit in extra-curriculum activities. One-twelfth of the schools re-

quire participation for graduation certification.

Time spent per week per Participant in the Various Types of Extra-Curriculum Activities.--Varying conditions are are existent in the schools concerning the time spent on the various types of extra-curriculum activities. The largest percentages of schools spend fewer than two hours per week per participant in all types of activities, though approximately one-tenth of the schools report that participants in all types of extra-curriculum activities spend from two to three hours per week. Athletic activities and debating and dramatic organizations show a greater variability than any other types of activities. More time is spent in actual clock hours on athletic extra-curriculum activities by participants than in any other type of extra-curriculum activity.

58. Years Maintained

Comparison of schools according to Enrollment Groupings.--There is slight evidence that the various types of extra-curriculum activities have existed longer in larger schools. Hobby clubs and departmental organizations are shown to be the two newest types of activities. Interscholastic athletic extra-curriculum activities have been maintained the greatest number of years in all the schools investigated and in comparison with all types of extra-curriculum activities, excepting the 2000 and greater classification which reports dramatics and debating as having existed a year longer than interscholastic athletics.

quire participation for graduation certification.

Time spent per week per participant in the various types of extra-curricular activities.--Various questions are asked in the schools concerning time that appears on the various types of extra-curricular activities. The largest percentages of schools spend fewer than two hours per week per participant in all types of activities, though approximately one-tenth of the schools report that participants in all type of extra-curriculum activities spend from two to three hours per week. Athletic activities and debating and dramatic organizations show a greater variability than any other types of activities. More time is spent in actual clock hours on athletic extra-curricular activities by participants than in any other type of extra-curriculum activity.

IV. Years Maintained

Adoption of schools according to curriculum groupings.--There is all of evidence that the various types of extra-curricular activities have existed longer in larger schools. Debating clubs and dramatical organizations are known to be the two oldest types of activities. Interscholastic athletic extra-curricular activities have been maintained the greatest number of years in all the schools investigated and in comparison with all types of extra-curricular activities, exceeding even the more greater classification which reports dramatics and debating as having existed a year longer than interscholastic athletics.

The median numbers of years that extra-curriculum activities have been maintained is five in consideration of all the schools and all types of extra-curriculum organizations.

59. The Administration of the Extra-Curriculum Program

The Administrator of the Program.--Three-fourths of the schools studied allow the principal to assume responsibility for the administration of the extra-curriculum program. Less than one-fifth of the schools delegate such responsibility to any other functionary in the school. An extra-curriculum director exists in only one per cent of the schools.

Time spent per week by the administrator.--The investigation showed that there are varying times reported as spent by the administrator per week in related administrative functions. The largest percentages in the junior high school fall in generally from one to three hours per week. In the senior high schools, the central tendency is from one to five hours. In the four year schools, the greatest percentages occur in a one to three hour classification and in the six-year schools, the largest percentages of schools report two hours spent by the administrator.

60. Sponsors of Extra-Curriculum Activities

Methods by Which Sponsors are Selected.--Sponsors are appointed by the principal in approximately 40 per cent of all the schools in each enrollment classification, excepting the

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60. Sponsors of Extra-Curriculum Activities

Methods by Which Sponsors are Selected.--Sponsors are appointed by the principal in approximately 40 per cent of all the schools in each enrollment classification, excepting the

2000 and greater group, almost two-thirds of these schools delegating the selection of the sponsors to the principal. Approximately one-fifth of the schools in each enrollment classification allow teachers to choose specific clubs to sponsor. Sponsors are chosen by members of clubs in one-fourth of the 100 and fewer schools, though only a small percentage of the schools in other enrollment groups report such a practice. Principal and teacher coordinated choices are reported by approximately one-fourth of the 101-300 and 751-2000 schools; the schools in the remaining classifications not subscribing to this method by a large percentage.

Individual Teacher Responsibility to Extra-Curriculum Activities.--More than half of the junior high schools expect teachers to assume sponsorship. Approximately one-fourth expect teachers to assume sponsorship if requested, and less than a fifth allow for voluntary acceptance by teachers. The senior high schools indicate a fluctuating policy, 19 per cent expecting teachers to sponsor an organization, though approximately one-half of these schools expect teachers to assist if requested. The four-year schools reveal fairly comparable conditions, approximately one-half of the schools expressing a policy of expecting teachers to assume sponsorship if requested. The six-year schools show one-half their number expect teachers to assist if requested, and less than one-fifth allow teachers to assume sponsorship voluntarily. Less than one-third expect teachers to be sponsors.

Qualifications of Sponsors.--Responses from junior and senior high schools indicate that high school principals place interest in a specific activity and knowledge of that activity as the most important attributes of a sponsor. Leadership was reported by a high percentage of respondents as being one of three important qualifications. The four and six-year schools did not subscribe to knowledge by as large a percentage, though ability to work with youth and interest in a specific activity rated extremely high. Interest in a given activity received the highest percentage of support in comparison with all other mentioned qualifications.

61. Financial Administration of the Extra-Curriculum Program

Functionary Responsible for the Administration of Funds.--The present study reveals that the principal is in direct control of extra-curriculum finances in the majority of all the schools in the various classes. In the junior high schools, a teacher in the commercial department and an appointed faculty member function in such a capacity as administrator of funds in approximately 10 per cent of the schools. The senior high schools place more responsibility on the students, one-tenth of the schools allowing a student treasurer to assume supervision of funds. A teacher in the commercial department and the extra-curriculum director control such funds in 29 and 14 per cent of the schools respectively. The four-year schools delegate such a function to a teacher in the commercial depart-

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ment in one-fifth of the schools, and less than one-fifth of the schools give such duties to an appointed faculty member and the extra-curriculum director. In the six-year schools, there is an increasing tendency to all for student control of funds, 14 per cent of the schools allowing a student treasurer to assume supervision of funds. Generally, an appointed faculty member and a teacher of commercial subjects are responsible for funds in approximately one-third of the schools, and the principal is responsible in approximately one-half of the schools.

Methods of Securing Financial Assistance.--The present investigation reveals that a combination of individual organization dues and proceeds from public entertainment as being the greatest single source of income, reported by 15 per cent of the schools. Dues by individual organizations and proceeds from public entertainment were both reported by 13 per cent of the schools. The smaller schools tend to rely upon public entertainment to a greater extent than do the smaller schools.

62. Awarding and Recording of Participation

Types of Activities Offering Graduation Credit.--From data reported, credit for participation in extra-curriculum activities is generally reserved to musical organizations. Almost two-thirds of the schools offer graduation credit in various types of extra-curriculum activities. Athletics, publications, and debating and dramatic activities are other types which more

than one-tenth of the schools consider as desirable activities which should offer recognition toward graduation for participation.

Kinds of Records Maintained for Student Participation in the Various Extra-Curriculum Activities.--Approximately one-fifth of the junior high schools, the four-year schools and the six-year schools maintain permanent records of all extra-curriculum participation. Almost one-half of the senior high schools maintain permanent records. Junior high schools tend to keep records only while students are in school, approximately half of these schools reporting such practices. More than a third of the senior high schools report such a practice, less than a third of the four-year schools and less than one-fifth of the six-year schools have indicated such conditions.

Generally, the schools in all organizational classifications maintain some type of record, only a small percentage indicating the absence of any records at all. One-fourth of the schools maintain permanent records. More than one-third maintain records only while students are in school, and approximately one-fifth keep records of activities offering graduation credit. A high percentage of the senior high schools keep permanent records.

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1. The intra-mural and inter-scholastic athletic program should maintain a broader emphasis on many varied types of athletics, rather than on the more popular four or five kinds.

2. Inter-scholastic athletics should be modified. Too much emphasis is placed on inter-scholastic activities in all types of schools. The development of the intra-mural program should be encouraged.

3. The schools should attempt to equalize boy and girl participation in inter-scholastic and intra-mural activities.

4. The study revealed a definite relationship between most popular athletic extra-curriculum activities, namely, baseball, basketball and football, and the length of time such activities have been supported in the schools. The most popular activities in terms of greatest percentages of support have been maintained the longest.

5. The most popular activities offer greater hours per week per participant than do other kinds of athletic activities. An effort should be made to balance actual hours of participation.

6. The most popular kinds of social, moral organizations are organized by outside national agencies. The schools should attempt to organize and administer other such organizations on an equal basis of hours per week per participant and actual numbers of participants.

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6. The most popular kinds of social, moral organizations are organized by outside national agencies. The schools should attempt to organize and administer other such organizations on an equal basis of hours per week per participant and actual numbers of participants.

7. Instrumental music receives more emphasis than does vocal. Orchestras are the most popular type of musical organizations. The schools should provide for greater opportunities in vocal and avocational musical groups. Participation in terms of actual membership is much greater in vocal groups than in instrumental groups. Comparison of vocal and instrumental groups maintained leads to the assumption that in view of greater participation in vocal groups more emphasis and provision should be placed and developed on vocal groups. Musical organizations tend to offer one hour per week per participant, though instrumental groups report greater divergencies than do vocal groups.

8. The major kinds of journalistic activities allow for small numbers of participants. Journalistic activities should provide for greater numbers of boy and girl participants.

9. Too much time is spent by small numbers of journalistic participants rather than less time by a greater number of students.

10. The dramatic club, debating club and annual play receive major emphasis in the schools investigated. In comparison with numbers of students participating, there is need for the development of other debating and dramatic activities.

11. Participation in debating and dramatic activities should be greatest in all-year organizations rather than in temporary groups in which participation is too intensive over a short length of time.

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12. The kinds of student government organizations which received the greatest percentages of support are the student council, American Red Cross, home-room club, and pro-merito society. In consideration of expressed purposes of such organizations, small numbers of participants may be justified but the small percentages of schools supporting such organizations cannot. Student government organizations should receive more recognition.

13. Hobby clubs are generally more popular in junior high schools. Greater percentages of junior high schools support these organizations than do other types of schools. Theoretically, this condition is desirable.

14. In general, membership in these organizations is smaller in the senior high schools, four-year schools and six-year schools than in the junior high schools.

15. The most popular types of departmental organizations are the french club, art club and science club. Even these are supported by small percentages of schools. Various departments should endeavour to stimulate a broader program in this sphere of extra-curriculum activities.

16. Too much responsibility is placed on the principal for administrative routine in connection with the extra-curriculum program.

17. The extreme range of varied amounts of time spent per week by the administrator of extra-curriculum activities indicate a necessity for more careful organization and delega-

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17. The extreme range of varied amounts of time spent per week by the administrator of extra-curriculum activities indicate a necessity for more careful organization and delega-

tion of administrative routine.

18. Sponsors should have greater opportunity and freedom in selection of specific clubs to sponsor. Principals should attempt to escape from too many arbitrary appointments.

19. The greater percentages of schools report a liberal, yet efficient policy of requiring teachers to resume sponsorship as requested. Sponsorship should not be imposed without due consideration upon any teacher.

20. School authorities are fairly well agreed that the most important qualification of a sponsor are leadership ability, knowledge of a specific activity, interest in a specific activity and ability to work with youth.

21. Too much responsibility is placed on the principal for the administration of funds. Careful organization involving a cooperative student-faculty system would eliminate such existing conditions.

22. Extra-curriculum activities in Massachusetts are dependent to too great an extent on community support through public entertainment. Over-commercialism of the extra-curriculum program is undesirable. Support should be received from student creativeness and cooperative effort.

23. Athletics, music, debating and dramatics, and publications receive too much unjustified credits for graduation. Various types of extra-curriculum activities should not be exploited. The complete program should be organized on a point system, or on a modified system of credit for graduation

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which recognizes participation in all types of extra-curriculum activities.

24. Amazingly large percentages of schools do not maintain records of extra-curriculum participation. More efficient records should be established and maintained to assist in the various functions of the guidance program.

25. Athletics and musical organizations are supported by greater percentages of schools than any other type of extra-curriculum activities. Other remaining types should be equally adjusted.

26. Participation is highest in athletic extra-curriculum activities for boys and girls alike. Other types of organizations should be developed which offer greater membership opportunities.

27. There is a need for more guidance of students in the selection of extra-curriculum activities.

28. It is extremely gratifying that only one-tenth of the schools investigated require extra-curriculum participation in any form.

29. The greatest percentages of the schools spend fewer than two hours per week on all the types of extra-curriculum activities.

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A P P E N D I X

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

177 Newbury Street,
Boston, Massachusetts
January 6, 1936.

I am a graduate student at Boston University School of Education, and have selected as my study, the present conditions of "Extra-curriculum Activities in the High Schools of Massachusetts." There is little available information as to conditions in the Commonwealth, and I feel that your contribution will be of great significance.

The success and value of this study, obviously, depends upon the cooperation of the schools I have selected as being significant to my study. In return for your assistance and cooperation, a summarized report will be immediately mailed to you as soon as the data is compiled and interpreted.

I am aware of the incessant demands and requests of graduate students in search of data. Some of these requests are justifiable and others are inconsiderate. I feel that my study possesses elements of originality that will be of value to you. The checking-list which will be mailed, if you are interested in my proposal, is simple and easily completed. Actual tests have shown it will require approximately twelve minutes of your attention.

Merely return the enclosed post-card, designating your reaction to the proposition.

Thank you for your assistance.

Yours respectfully,

This study is approved by
Professor Roy O. Billet,
Professor of Secondary Education
Boston University School of
Education.

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Checking-list on Extra-Curriculum Activities

Name of person making this report _____

Official position _____

Name of School _____

Name of town or city _____

State _____

Enrollment of school by grades

Grade	Enrollment	
	Boys	Girls
7		
8		
9		

Grade	Enrollment	
	Boys	Girls
10		
11		
12		

I. ATHLETIC EXTRA-CURRICULUM ACTIVITIES

A. Does your school maintain an interscholastic athletic program?
Circle: Yes No

B. If "yes" to I-A, kindly check in the columns below those activities which are maintained.

( ) 1. Football
( ) 2. Cross-Country
( ) 3. Soccer
( ) 4. Gymnastics
( ) 5. Swimming
( ) 6. Tennis
( ) 7. Track
( ) 8. Lacrosse
( ) 9. Winter Sports
( ) 10. Hockey
( ) 11. Basketball
( ) 12. Baseball

Others (specify)

( ) 13. _____
( ) 14. _____

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Checking-list on extra-curricular activities

Name of person making this report _____ Name of school _____

_____ Name of town or city _____

Official position _____ State _____

_____

Enrollment of school by grades

Grade	Enrollment: Boys	Enrollment: Girls
7		
8		
9		
10		
11		
12		

I. ATHLETIC EXTRA-CURRICULAR ACTIVITIES

A. Does your school maintain an intercollegiate athletic program?
Circle: Yes No

B. If "yes" to I-A, kindly check in the columns below those activities which are maintained.

( ) 1. Football
( ) 2. Cross-country
( ) 3. Soccer
( ) 4. Gymnastics
( ) 5. Swimming
( ) 6. Tennis
( ) 7. Track
( ) 8. Lacrosse
( ) 9. Winter Sports
( ) 10. Hockey
( ) 11. Basketball
( ) 12. Baseball
Others (specify)
( ) 13. _____
( ) 14. _____

I. ATHLETIC EXTRA-CURRICULUM ACTIVITIES (continued)

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Inter-scholastic Athletics	Number of boys participating in season	Number of girls participating in season	Number of hours per week per pupil	Number of years team has been maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra-curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Football						
2. Cross-Country						
3. Soccer						
4. Gymnastics						
5. Swimming						
6. Tennis						
7. Track						
8. Lacrosse						
9. Winter Sports						
10. Hockey						
11. Basketball						
12. Baseball						
Others (specify):						
13.						
14.						

D. Does your school maintain an intra-mural *athletic program?
Circle: Yes No

E. If "yes" to I-D, kindly check in the columns below those activities which are maintained on an intra-mural basis.

( ) 1. Football
( ) 2. Cross-Country
( ) 3. Soccer
( ) 4. Gymnastics
( ) 5. Swimming
( ) 6. Tennis
( ) 7. Track
( ) 8. Lacrosse
( ) 9. Winter Sports
( ) 10. Hockey
( ) 11. Basketball
( ) 12. Baseball
Others (specify)
( ) 13. _____
( ) 14. _____

* Intra-mural athletics
Those athletic activities conducted by a school, participation and competition in which, are limited to members of and groups within the school.

I. INTERSCHOLASTIC-COMPETITIVE ACTIVITIES (continued)

G. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Inter-scholastic Activities	Number of boys participating in season	Number of girls participating in season	Number of hours per week spent in practice	Number of years been maintained	Number of points or credits given pupil for extra-curricular work	Number of points or credits given pupil for graduation
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Football						
2. Cross-Country						
3. Soccer						
4. Gymnastics						
5. Swimming						
6. Tennis						
7. Track						
8. Lacrosse						
9. Winter Sports						
10. Hockey						
11. Baseball						
12. Baseball						
Others (specify):						
13.						
14.						

H. Does your school maintain an inter-mural* athletic program?
Circle: Yes No

I. If "yes" to I-G, kindly check in the column below those activities which are maintained on an inter-mural basis.

( ) 1. Football
( ) 2. Cross-Country
( ) 3. Soccer
( ) 4. Gymnastics
( ) 5. Swimming
( ) 6. Tennis
( ) 7. Track
( ) 8. Lacrosse
( ) 9. Winter Sports
( ) 10. Hockey
( ) 11. Baseball
( ) 12. Baseball
Others (specify)
( ) 13. _____
( ) 14. _____

* Inter-mural activities
Those athletic activities conducted by a school, participation and competition in which, are limited to members of and groups within the school.

F. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Intra-mural Athletics	Number of boys participating in season	Number of girls participating in season	Number of hours Per week per pupil	Number of years activity been maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra-curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Football						
2. Cross-country						
3. Soccer						
4. Gymnastics						
5. Swimming						
6. Tennis						
7. Track						
8. Lacrosse						
9. Winter Sports						
10. Hockey						
11. Basketball						
12. Baseball						
Others(specify)						
13.						
14.						

II. SOCIAL, MORAL, LEADERSHIP AND GUIDANCE CLUBS.

A. Does your school maintain social, moral, leadership and guidance clubs?
Circle: Yes No

B. If "yes" to II-A, kindly check in the columns below those clubs which are maintained.

( ) 1. Girl Reserves
( ) 2. Hi-Y Club
( ) 3. Boy Scouts
( ) 4. Girl Scouts
( ) 5. Social Club
( ) 6. Dance Club
( ) 7. Leaders' Club
( ) 8. College Club
( ) 9. Roosevelt Club
( )10. Hostess Club

Others (specify)

( )11. _____
( )12. _____
( )13. _____

7. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Intra-mural Athletics	Number of boys participating in season	Number of girls participating in season	Number of hours per week per pupil	Number of years activity been maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra-curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Football						
2. Cross-country						
3. Soccer						
4. Gymnastics						
5. Swimming						
6. Tennis						
7. Track						
8. Lacrosse						
9. Winter Sports						
10. Hockey						
11. Basketball						
12. Baseball						
Others (specify)						
13.						
14.						

II. SOCIAL, MORAL, LEADERSHIP AND GUIDANCE CLUBS.

A. Does your school maintain social, moral, leadership and guidance clubs? Circle: Yes No

B. If "yes" to II-A, kindly check in the columns below those clubs which are maintained.

( ) 1. Girl Reserves
( ) 2. Mi-Y Club
( ) 3. Boy Scouts
( ) 4. Girl Scouts
( ) 5. Social Club
( ) 6. Dance Club
( ) 7. Leaders' Club
( ) 8. College Club
( ) 9. Roosevelt Club
( )10. Hostess Club
Others (specify)
( )11. _____
( )12. _____
( )13. _____

II. SOCIAL, MORAL, LEADERSHIP AND GUIDANCE CLUBS (continued)

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of social-moral clubs	Number of boys participating	Number of girls participating	Number of hours per week per pupil	Number of years club has been maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Girl Reserves						
2. Hi-Y Club						
3. Boy Scouts						
4. Girl Scouts						
5. Social Club						
6. Dance Club						
7. Leaders' Club						
8. College Club						
9. Roosevelt Club						
10. Hostess Club						
Others (specify)						
11.						
12.						
13.						

III. MUSICAL EXTRA-CURRICULUM ACTIVITIES

A. Does your school maintain musical organizations? Circle: Yes No

B. If "yes" to III-A, kindly check in the columns below those organizations which are maintained.

( ) 1. Girls' Glee Club
( ) 2. Boys' Glee Club
( ) 3. Glee Club
( ) 4. Choral Club
( ) 5. Piano Club
( ) 6. Boys' Band
( ) 7. Band
( ) 8. Girls' Orchestra
( ) 9. Boys' Orchestra
( )10. Music Club
( ) 11. Dance Orchestra
( ) 12. Drum Corps
( ) 13. Bugle Corps

Others (specify)

( ) 14. _____
( ) 15. _____

II. SOCIAL, MORAL, LEADERSHIP AND GUIDANCE CLUBS (continued)

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of social-moral clubs	Number of boys participating	Number of girls participating	Number of hours per week per pupil	Number of years club has been maintained	Number of points or credits given pupil: Counts for graduation	Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Girl Reserves						
2. Hi-Y Club						
3. Boy Scouts						
4. Girl Scouts						
5. Social Club						
6. Dance Club						
7. Leaders' Club						
8. College Club						
9. Roosevelt Club						
10. Hostess Club						
Others (specify)						
11.						
12.						
13.						

III. MUSICAL EXTRA-CURRICULAR ACTIVITIES

A. Does your school maintain musical organizations? Circle: Yes No

B. If "yes" to III-A, kindly check in the columns below those organizations which are maintained.

( ) 1. Girls' Glee Club
( ) 2. Boys' Glee Club
( ) 3. Glee Club
( ) 4. Choral Club
( ) 5. Piano Club
( ) 6. Boys' Band
( ) 7. Band
( ) 8. Girls' Orchestra
( ) 9. Boys' Orchestra
( ) 10. Music Club
( ) 11. Dance Orchestra
( ) 12. Brass Corps
( ) 13. Bugle Corps
Others (specify)
( ) 14. _____
( ) 15. _____

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Musical Organizations	Number of boys participating during year	Number of girls participating during year	Number of hours per week per pupil	Number of years organization maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Girls' Glee Club						
2. Boys' Glee Club						
3. Glee Club						
4. Choral Club						
5. Piano Club						
6. Boys' Band						
7. Band						
8. Girls' Orchestra						
9. Boys' Orchestra						
10. Music Club						
11. Dance Orchestra						
12. Drum Corps						
13. Bugle Corps						
Others (specify)						
14.						
15.						

IV. PUBLICATIONS AS EXTRA-CURRICULUM ACTIVITIES

A. Does your school maintain journalistic activities? Circle: Yes No

B. If "yes" to IV-A, kindly check in the columns below those activities which are maintained.

( ) 1. Journalism Club
( ) 2. Press Club
( ) 3. Monthly Paper
( ) 4. Year Book
( ) 5. Handbook
( ) 6. Directory
( ) 7. Bi-Weekly Paper
( ) 8. Weekly Paper
( ) 9. Writers' Club

Others (specify)

( )10. _____

( )11. _____

5. Kindly list in the column below those Filipino which describe the complete s in your school.

Type of Extra-curricular Organizations	Number of boys participating during the year	Number of girls participating during the year	Number of hours per week organization holds meetings	Number of years the organization has been in existence	Number of colleges or universities from which the organization has received awards
(1)	(2)	(3)	(4)	(5)	(6)
1. Junior Red Cross					
2. Boy's Life Club					
3. Glee Club					
4. Choral Club					
5. Dance Club					
6. Debate Club					
7. Band					
8. Girls' Professional					
9. Boys' Professional					
10. Girls Club					
11. Boys Professional					
12. Film Dance					
13. Dance-Dance					
14. Other (specify)					
15.					
16.					

II. MULTIDAYONG AS LOCAL-OPERATIONAL ACTIVITIES

A. Does your school maintain journalistic activities? Circle: Yes No

B. If "yes" to (A), kindly check in the columns below those activities which are established.

( ) 1. Journalism Club
( ) 2. Press Club
( ) 3. Monthly Paper
( ) 4. Year Book
( ) 5. Handbook
( ) 6. Directory
( ) 7. Bi-Monthly Paper
( ) 8. Weekly Paper
( ) 9. Writers' Club
Others (specify)
( ) 10. _____
( ) 11. _____

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Journalistic Activities	Number of boys participating during year	Number of girls participating during year	Number of hours per week per pupil	Number of years activity been maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. JournalismClub						
2. Press Club						
3. Monthly Paper						
4. Year Book						
5. Handbook						
6. Directory						
7. Bi-WeeklyPaper						
8. Weekly Paper						
9. Writers' Club						
Others(specify)						
10.						
11.						

V. DEBATING AND DRAMATICS AS EXTRA-CURRICULUM ACTIVITIES

A. Does your school maintain debating organizations? Circle: Yes No

B. Does your school maintain dramatic organizations? Circle: Yes No

C. If "yes" to either V-A or V-B or both, kindly check in the columns below those organizations which are maintained.

( ) 1. Dramatic Club
( ) 2. Speech Club
( ) 3. Little Theatre
( ) 4. Debating Club
( ) 5. Boys' Debating
( ) 6. Girls' Debating
( ) 7. Annual Play
( ) 8. Forum
( ) 9. Sock and Buckskin
Others (specify)
( )10. _____
( )11. _____

D. Please remit enclosures of any available printed or mimeographed material relating to record blanks, achievement charts or point systems. Such information will be carefully analyzed and of great value in the study.

D. Kindly list in the columns below those figures which describe the conditions in your school.

Type of Extracurricular Activities	Number of boys participating during year	Number of girls participating during year	Number of hours per week spent on maintenance of	Number of years activity has been maintained	Number of points or credits given annually towards for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)
1. Co-curricular:					
2. Drama club					
3. Quality paper					
4. Year book					
5. Handbook					
6. Directory					
7. Wall-newspaper					
8. Daily report					
9. Library club					
Others (specify):					
10.					
11.					

V. LOCATION AND DESCRIPTION OF EXTRA-CURRICULAR ACTIVITIES

A. Does your school maintain debating organizations? Circle: Yes No

B. Does your school maintain dramatic organizations? Circle: Yes No

C. If "yes" to either V-A or V-B or both, kindly check in the column below those organizations which are maintained.

( ) 1. Dramatic Club	( ) 5. Boys' Debating	( ) 9. Book and Reading
( ) 2. Speech Club	( ) 6. Girls' Debating	Others (specify)
( ) 3. Little Theatre	( ) 7. Annual Play	( )10. _____
( ) 4. Reading Club	( ) 8. Forum	( )11. _____

D. Please read conferences of any available printed or mimeographed material relating to record plans, achievement charts or point systems. Such information will be carefully analyzed and of great value in the study.

V. DEBATING AND DRAMATICS AS EXTRA-CURRICULUM ACTIVITIES (continued)

E. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Debating and Dramatic Organizations	Number of boys participating during year	Number of girls participating during year	Number of hours per week per pupil	Number of years organization maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Dramatic Club						
2. Speech Club						
3. Little Theatre						
4. Debating Club						
5. Boys'Debating						
6. Girls'Debating						
7. Annual Play						
8. Forum						
9. Sock&Buckskin						
Others(specify)						
10.						
11.						

VI. STUDENT GOVERNMENT, SERVICE CLUBS AND HONOR SOCIETIES

A. Does your school maintain student-government organizations? Circle: Yes No

B. Does your school maintain school service clubs? Circle: Yes No

C. Does your school maintain honor societies? Circle: Yes No

D. If "yes" to VI-A, VI-B or VI-C, kindly check in the columns below those organizations which are maintained.

( ) 1. Student Council
( ) 2. American Red Cross
( ) 3. Home-Room Club
( ) 4. National Honor Society
( ) 5. Girls' Honor Society
( ) 6. Inter-club Council
( ) 7. Junior Honor Society
( ) 8. Senior Honor Society
( ) 9. Boys' Honor Society

Others (specify)

( )10. _____

( )11. _____

V. DEBATING AND DRAMATICS AS EXTRA-CURRICULUM ACTIVITIES (continued)

B. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Debating and Dramatic Organizations	Number of boys participating during year	Number of girls participating during year	Number of hours per week per pupil	Number of years organization maintained	Number of points or credits given pupil Counts for graduation	Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Dramatic Club						
2. Speech Club						
3. Little Theatre						
4. Debating Club						
5. Boys' Debating						
6. Girls' Debating						
7. Annual Play						
8. Forum						
9. Sock&Buckskin						
Others (specify)						
10.						
11.						

VI. STUDENT GOVERNMENT, SERVICE CLUBS AND HONOR SOCIETIES

A. Does your school maintain student-government organizations? Circle: Yes No

B. Does your school maintain school service clubs? Circle: Yes No

C. Does your school maintain honor societies? Circle: Yes No

D. If "yes" to VI-A, VI-B or VI-C, kindly check in the columns below those organizations which are maintained.

( ) 1. Student Council
( ) 2. American Red Cross
( ) 3. Home-Room Club
( ) 4. National Honor Society
( ) 5. Girls' Honor Society
( ) 6. Inter-club Council
( ) 7. Junior Honor Society
( ) 8. Senior Honor Society
( ) 9. Boys' Honor Society
Others (specify)
( )10. _____
( )11. _____

VI. STUDENT GOVERNMENT, SERVICE CLUBS AND HONOR SOCIETIES (continued)

E. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Government Honor and Service Clubs	Number of boys participating during year	Number of girls participating during year	Number of hours per week per Pupil	Number of years organization maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for ex-curr.cr.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.Student Council						
2.American Red Cross						
3.Home-room Club						
4.Nat'l Honor Soc.						
5.Girls' Honor Soc.						
6.Inter-club Coun.						
7.Junior Honor Soc.						
8.Senior Honor Soc.						
9.Boys' Honor Soc.						
Others (specify)						
10.						
11.						

See V-D

VII. HOBBY OR SPECIAL-INTEREST GROUPS AS EXTRA-CURRICULUM ACTIVITIES

A. Does your school maintain hobby or special-interest groups? Circle: Yes No

B. If "yes" to VII-A, kindly check in the columns below those groups which function in your school.

( ) 1. Handicraft
( ) 2. Nature
( ) 3. Birds
( ) 4. Dancing
( ) 5. Needlecraft
( ) 6. Boats
( ) 7. Athletics
( ) 8. Book Club
( ) 9. Camera Club
( )10. Camping
( )11. Collections
( )12. Electricity
( )13. Model Club
( )14. Sewing Club
( ) 15. Health Club
Others (specify)
( ) 16. _____
( ) 17. _____
( ) 18. _____
( ) 19. _____
( ) 20. _____

VI. STUDENT INVOLVEMENT, SERVICE CLUBS AND HONOR SOCIETIES (continued)

E. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Government Honor and Service Clubs	Number of boys participating during year	Number of girls participating during year	Number of hours per week spent in meetings	Number of credits given annually for course in curriculum	Number of points or graduation requirements
(1)	(2)	(3)	(4)	(5)	(6) (7)
1. Student Council					
2. American Red Cross					
3. Home-room Club					
4. Will Honor Soc.					
5. Girls' Honor Soc.					
6. Inter-class Group.					
7. Minor Honor Soc.					
8. Junior Honor Soc.					
9. Boys' Honor Soc.					
Others (specify)					
10.					
11.					

See V-D

VII. SOCIETY OR SPECIAL-INTEREST GROUPS AS EXTRA-CURRICULAR ACTIVITIES

A. Does your school maintain hobby or special-interest groups? Circle: Yes No

B. If "yes" to VII-A, kindly check in the columns below those groups which function in your school.

( ) 1. Handicraft	( ) 8. Book Club	( ) 15. Health Club	
( ) 2. Nature	( ) 9. Camera Club	Others (specify)	
( ) 3. Birds	( ) 10. Canoeing	( ) 16. _____	
( ) 4. Tanning	( ) 11. Golfcobions	( ) 17. _____	
( ) 5. Handicrafts	( ) 12. Electricity	( ) 18. _____	
( ) 6. Boats	( ) 13. Model Club	( ) 19. _____	
( ) 7. Athletics	( ) 14. Sewing Club	( ) 20. _____	

VII. HOBBY OR SPECIAL-INTEREST GROUPS AS EXTRA-CURRICULUM ACTIVITIES (continued)

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Hobby Clubs	Number of boys participating during year	Number of girls participating during year	Number of hours per week per pupil	Number of years club has been maintained	Number of points or credits given participant: Counts for graduation	Number of points or credits given participant: Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Handicraft						
2. Nature						
3. Birds						
4. Dancing						
5. Needlecraft						
6. Boats						
7. Athletics						
8. Book Club						
9. Camera Club						
10. Camping						
11. Collections						
12. Electricity						
13. Model Club						
14. Sewing Club						
15. Health Club						
Others (specify):						
16.						
17.						
18.						
19.						
20.						

VIII. SUBJECT-MATTER OR DEPARTMENTAL CLUBS AS EXTRA-CURRICULUM ACTIVITIES

A. Does your school maintain departmental clubs? Circle: Yes No

B. If "yes" to VIII-A, kindly check in the columns below those activities which are maintained.

( ) 1. Literary Club
( ) 2. English Club
( ) 3. Story Club
( ) 4. Science Club
( ) 5. Math Club
( ) 6. Microscope Club
( ) 7. French Club
( ) 8. Latin Club
( ) 9. German Club
( ) 10. Business Club
( ) 11. Home Economics Club
( ) 12. Art Club
( ) 13. Engineering
( ) 14. Typing Club

Others (specify)

( ) 15. _____
( ) 16. _____
( ) 17. _____

VII. HOBBY OR SPECIAL-INTEREST GROUPS AS EXTRA-CURRICULUM ACTIVITIES (continued)

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Hobby Clubs	Number of boys participating during year	Number of girls participating during year	Number of hours per week per pupil	Number of years club has been maintained	Number of points or credits given participant: Counts for graduation	Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Handicraft						
2. Nature						
3. Birds						
4. Dancing						
5. Needlecraft						
6. Boats						
7. Athletics						
8. Book Club						
9. Camera Club						
10. Camping						
11. Collections						
12. Electricity						
13. Model Club						
14. Sewing Club						
15. Health Club						
Others (specify)						
16.						
17.						
18.						
19.						
20.						

VIII. SUBJECT-MATTER OR DEPARTMENTAL CLUBS AS EXTRA-CURRICULUM ACTIVITIES

A. Does your school maintain departmental clubs? Circle: Yes No

B. If "yes" to VIII-A, kindly check in the columns below those activities which are maintained.

( ) 1. Literary Club
( ) 2. English Club
( ) 3. Story Club
( ) 4. Science Club
( ) 5. Math Club
( ) 6. Microscope Club
( ) 7. French Club
( ) 8. Latin Club
( ) 9. German Club
( ) 10. Business Club
( ) 11. Home Economics Club
( ) 12. Art Club
( ) 13. Engineering
( ) 14. Typing Club
Others (specify)
( ) 15. _____
( ) 16. _____
( ) 17. _____

VIII. SUBJECT-MATTER OR DEPARTMENTAL CLUBS AS EXTRA-CURRICULUM ACTIVITIES (continued)

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Departmental Clubs	Number of boys participating during year	Number of girls participating during year	Number of hours per week per pupil	Number of years club has been maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Literary Club						
2. English Club						
3. Story Club						
4. Science Club						
5. Math Club						
6. Microscope Club						
7. French Club						
8. Latin Club						
9. German Club						
10. Business Club						
11. Home Econ. Club						
12. Art Club						
13. Engineering						
14. Typing Club						
Others (specify)						
15.						
16.						
17.						

IX. ADMINISTRATIVE POLICIES AND PRACTICES AFFECTING THE EXTRA-CURRICULUM PROGRAM IN YOUR SCHOOL.

A. Who supervises, controls and administers the extra-curriculum program? Kindly check below.

( ) 1. The principal
( ) 2. The assistant principal
( ) 3. The guidance director
( ) 4. Other (specify) _____

1. How much time is spent per week by the administrator of extra-curriculum activities attending to the extra-curriculum program?
_____ hours per week.

VIII. SUBJECT-MATTER OF DEPARTMENTAL CLUBS AS EXTRA-CURRICULUM ACTIVITIES (continued)

C. Kindly list in the columns below those figures which describe the conditions in your school.

Types of Departmental Clubs	Number of boys participating during year	Number of girls participating during year	Number of hours per week per pupil	Number of years club has been maintained	Number of points or credits given pupil: Counts for graduation	Number of points or credits given pupil: Counts for extra-curriculum credit
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Literary Club						
2. English Club						
3. Story Club						
4. Science Club						
5. Math Club						
6. Microscope Club						
7. French Club						
8. Latin Club						
9. German Club						
10. Business Club						
11. Home Econ. Club						
12. Art Club						
13. Engineering						
14. Typing Club						
Others (specify)						
15.						
16.						
17.						

IX. ADMINISTRATIVE POLICIES AND PRACTICES AFFECTING THE EXTRA-CURRICULUM PROGRAM IN YOUR SCHOOL.

A. Who supervises, controls and administers the extra-curriculum program? Kindly check below.

( ) 1. The principal ( ) 3. The guidance director
( ) 2. The assistant principal ( ) 4. Other (specify) _____

1. How much time is spent per week by the administrator of extra-curriculum activities attending to the extra-curriculum program?
_____ hours per week.

IX. ADMINISTRATIVE POLICIES AND PRACTICES AFFECTING THE EXTRA-CURRICULUM PROGRAM IN YOUR SCHOOL (continued)

B. What is the practice concerning teacher responsibility? Kindly check.

( ) 1. Each teacher is expected to assume sponsorship of one or more activities.
( ) 2. Sponsorship is voluntarily accepted by teachers.
( ) 3. Each teacher is expected to assume sponsorship if asked by the principal, administrator or members of clubs.
( ) 4. Other (specify) _____

C. Who is responsible for the selection of sponsors? Kindly check.

( ) 1. Sponsors are appointed by the principal.
( ) 2. Sponsors are selected by the extra-curriculum director.
( ) 3. Sponsors are selected by members of the various clubs.
( ) 4. Teachers choose specific clubs they want to sponsor.
( ) 5. Other (specify) _____

See V-D

D. In the space provided below, kindly list briefly, the three most important qualifications of a sponsor of extra-curriculum activities. List only three.

1. _____
2. _____
3. _____

E. How do students become members of a given activity? Kindly check.

( ) 1. Students make their own choice of activities.
( ) 2. Guidance director assists students in their choices.
( ) 3. Home-room teacher guides student choices.
( ) 4. There is no organized guidance of student choices.
( ) 5. Other (specify) _____

F. What kinds of records are maintained? Kindly check.

( ) 1. Permanent records are kept for all extra-curriculum participation.
( ) 2. Records are only temporary, while students are attending school.
( ) 3. Records are only kept of activities that offer graduation credit.
( ) 4. Other (specify) _____

See V-D

IV. ADMINISTRATIVE POLICIES AND PRACTICES AFFECTING THE EXTRA-CURRICULUM PROGRAM IN YOUR SCHOOL (continued)

8. What is the practice concerning teacher responsibility? Kindly check.

( ) 1. Each teacher is expected to assume sponsorship of one or more activities.
( ) 2. Sponsorship is voluntarily accepted by teachers.
( ) 3. Each teacher is expected to assume sponsorship if asked by the principal, administrator or members of clubs.
( ) 4. Other (specify) _____

9. Who is responsible for the selection of sponsors? Kindly check.

( ) 1. Sponsors are appointed by the principal.
( ) 2. Sponsors are selected by the extra-curricula director.
( ) 3. Sponsors are selected by members of the various clubs.
( ) 4. Teachers choose specific clubs they want to sponsor.
( ) 5. Other (specify) _____

See V-B

10. In the space provided below, kindly list briefly, the three most important qualifications of a sponsor of extra-curricula activities. List only three.

1. _____
2. _____
3. _____

11. How do students become members of a given activity? Kindly check.

( ) 1. Students make their own choice of activities.
( ) 2. Guidance director assists students in their choices.
( ) 3. Home-room teacher guides student choices.
( ) 4. There is no organized guidance of student choices.
( ) 5. Other (specify) _____

12. What kinds of records are maintained? Kindly check.

( ) 1. Permanent records are kept for all extra-curricula participation.
( ) 2. Records are only temporary, while students are attending school.
( ) 3. Records are only kept of activities that offer graduation credit.
( ) 4. Other (specify) _____

See V-D

IX. ADMINISTRATIVE POLICIES AND PRACTICES AFFECTING THE EXTRA-CURRICULUM PROGRAM IN YOUR SCHOOL (continued)

G. What financial support is given the extra-curriculum program? Kindly check as many as necessary to describe conditions.

( ) 1. Student fee for all extra-curriculum activities.
( ) 2. Dues by individual organization.
( ) 3. Appropriation for the extra-curriculum program by Board of Education.
( ) 4. Proceeds from public entertainment and gate receipts.
( ) 5. Special student assessments when support is necessary.
( ) 6. Other (specify) _____

H. Who is responsible for the administration of funds of the extra-curriculum program? Kindly check.

( ) 1. Teacher in or head of the commercial department.
( ) 2. Student government treasurer.
( ) 3. The principal.
( ) 4. Extra-curriculum director.
( ) 5. An appointed faculty member.
( ) 6. Other (specify) _____

I. What factors are conducive to student participation? Kindly check as many as necessary to describe conditions.

( ) 1. Participation is required in extra-curriculum activities for graduation, above the 15 or 16 required units in regular subjects.

a. If participation is required for graduation, how many points or credits must be received by students? _____

b. If participation is not required, how many points or credits are allowed to count toward graduation? _____

( ) 2. Credit is given for participation, but does not count toward graduation.

( ) 3. Candidates for honor societies are required to participate in a given amount of extra-curriculum activities.

( ) 4. Various departments require participation in specific clubs.

( ) 5. Other (specify) _____

IV. ADMINISTRATIVE POLICIES AND PRACTICES AFFECTING THE EXTRA-CURRICULUM PROGRAM IN YOUR SCHOOL (continued)

5. What financial support is given the extra-curriculum program? Kindly check as many as necessary to describe condition.

( ) 1. Student fee for all extra-curricular activities.
( ) 2. Dues by individual organization.
( ) 3. Appropriation for the extra-curriculum program by Board of Education.
( ) 4. Proceeds from public entertainment and gate receipts.
( ) 5. Special student assessments when support is necessary.
( ) 6. Other (specify) _____

6. Who is responsible for the administration of funds of the extra-curriculum program? Kindly check.

( ) 1. Teacher in or head of the commercial department.
( ) 2. Student government treasurer.
( ) 3. The principal.
( ) 4. Extra-curriculum director.
( ) 5. An appointed faculty member.
( ) 6. Other (specify) _____

7. What factors are conducive to student participation? Kindly check as many as necessary to describe condition.

( ) 1. Participation is required in extra-curricular activities for graduation, above the 16 or 18 required units in regular subjects.

a. If participation is required for graduation, how many points or credits must be received by students? _____

b. If participation is not required, how many points or credits are allowed to count toward graduation? _____

( ) 2. Credit is given for participation, but does not count toward graduation.

( ) 3. Certain hours for honor societies are required to participate in a given amount of extra-curriculum activities.

( ) 4. Various departments require participation in specific clubs.

( ) 5. Other (specify) _____

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